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ABSTRACT

The Learning and Teaching about Japan Project was begun in Indiana in 1987. Since that time, it has involved 16 school corporations in an ongoing program to internationalize the K-12 curriculum and implement Japanese language programs in the schools. This guide has been developed as a record of the activities conducted by the 16 participating school corporations, and is designed to provide a comprehensive guide that any school corporation can use to plan changes of its own to incorporate a global perspective across subject areas. The guide is organized into nine sections. Section I, an introduction, includes a description of the project and an outline of its three goals, in the areas, respectively of teaching, curriculum, and outreach. Section II provides profiles of the 16 school corporations that have participated in the project to date. Section III contains descriptions of the curriculum projects the school corporations have produced. Section IV features information about requirements that Indiana teachers must meet in order to teach the Japanese language. Section V includes information about Japanese and Chinese Intensive Language Workshops that are offered at Ball State University, Muncie, Indiana. Section VI lists the Indiana high schools that offer Japanese and Chinese language programs. Section VII contains materials about program development to assist schools in integrating international education into the curriculum. Section VIII includes information about materials, resources, and sources of information for use in the classroom. Finally, Section IX contains information on cultural exchange programs and documents to assist with the exchange of students and educators. (DB)

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LEARNING AND TEACHING ABOUT **JAPAN** IN INDIANA SCHOOLS

PROGRAM AND RESOURCE GUIDE

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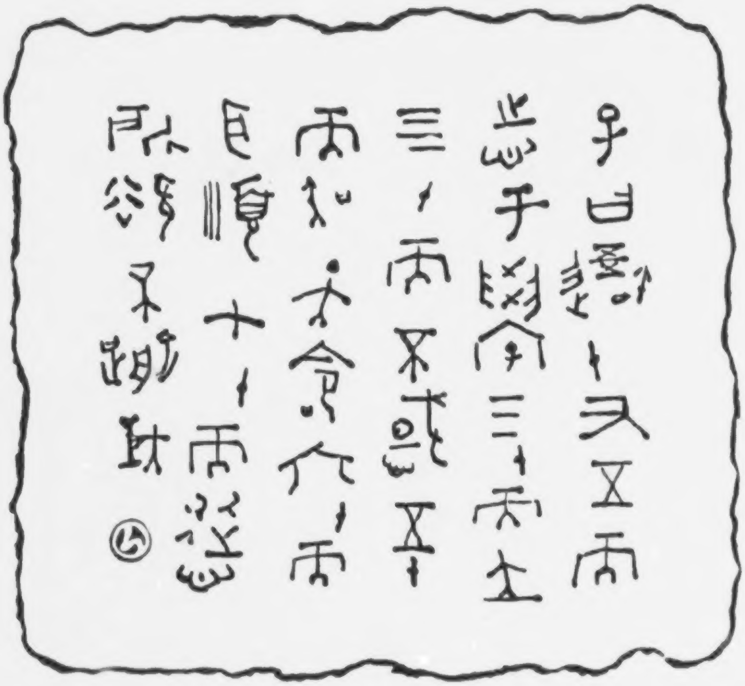


A Cooperative Project

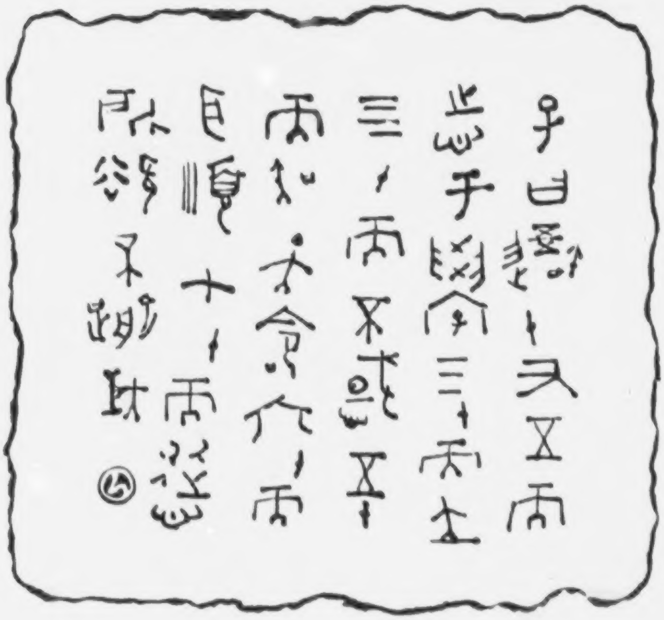
INSTITUTE FOR EDUCATION ON JAPAN
EARLHAM COLLEGE
Richmond, Indiana 47374
and
INDIANA DEPARTMENT OF EDUCATION
Indianapolis, Indiana 46204

March 1991

LEARNING AND TEACHING ABOUT JAPAN
IN INDIANA SCHOOLS

PROGRAM AND RESOURCE GUIDE

- compiled by **Arlene R. Bliven**
Director of Curriculum
Fayette County School Corporation



A Cooperative Project

INSTITUTE FOR EDUCATION ON JAPAN
EARLHAM COLLEGE
Richmond, Indiana 47374
and
INDIANA DEPARTMENT OF EDUCATION
Indianapolis, Indiana 46204

March 1991

Learning and Teaching About Japan, a project of the Earlham College Institute for Education on Japan in cooperation with the Indiana Department of Education has been made possible by a grant from the Indiana Legislature under provisions of the Japanese/Chinese Initiative.

STATE of INDIANA

DEPARTMENT OF EDUCATION
H. DEAN EVANS, SUPERINTENDENT

1816

INDIANAPOLIS 46204-2798

ROOM 229-STATE HOUSE
AREA CODE 317-2[illegible]6610

Dear Teachers:

A small ripple in water circles again and again, reaching much further than the first small circle from which it commenced. Like a small ripple, the handful of educators who five years ago began a project to teach Japanese language and culture has rippled to incorporate many more teachers and schools. That original group took a vision and translated it into a reality that continued to multiply.

In a world of blurring geographical boundaries where people "touch" each other through a keyboard and a video screen, we must not overlook the urgent need to communicate well internationally. These geographic changes, along with rapid societal and technological changes, have created a situation necessitating that our children obtain more information, more knowledge, and more skills.

The Learning and Teaching About Japan Project of Earlham College and the Indiana Department of Education is helping assure that the youth of our state are prepared for contributing lives and harmonious relationships in this newly defined world.

The reality of this program has not only established Japanese language programs in our high schools, but has expanded international programs into elementary and middle level classrooms. Remarkable progress has been made through this program. This resource guide will allow extension of the present network to many other teachers and schools, as well as more effectively share the information and experiences among those already in the project.

Understanding can result from better communication, and peace can result from better understanding. It is our hope that ideas emerging from this project will promote better understanding between the nations and peoples who have been brought increasingly closer in our new technological society.

Sincerely,

H Dean Evans

H. Dean Evans
Superintendent of
Public Instruction

HDE/pja

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LETTER from **H. Dean Evans,**
Superintendent of Public Instruction, State of Indiana

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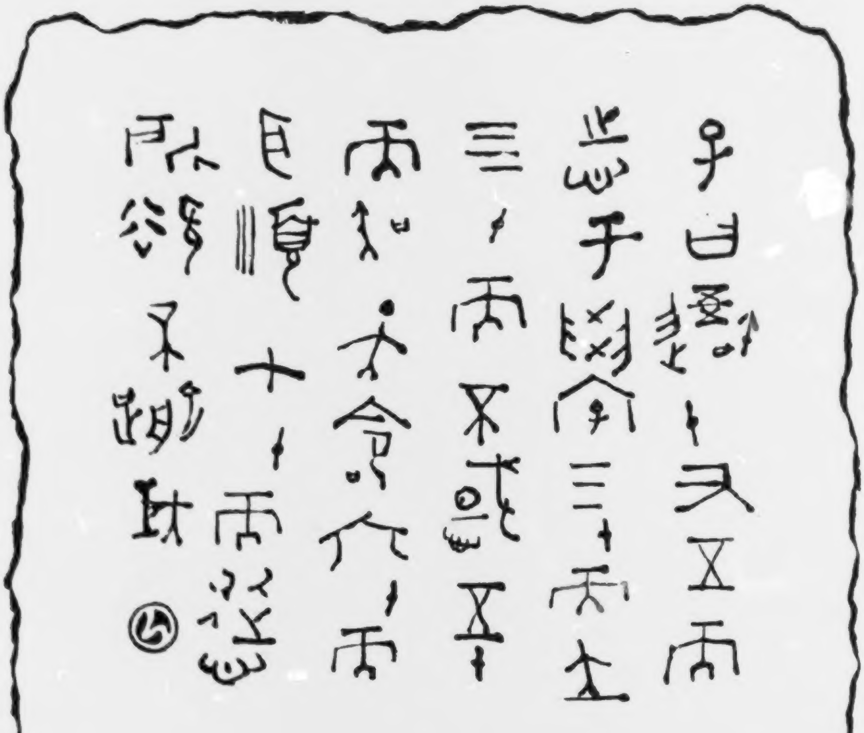
LEARNING AND TEACHING ABOUT JAPAN
IN INDIANA SCHOOLS

INTRODUCTION



INTRODUCTION

With the increasing influence of East Asia on the lives of American citizens, there is a greater need to help students understand the cultures of the Pacific Rim - cultures with which very few students or teachers have had direct experience. We can no longer continue to ignore this dynamic area of the world which encompasses such a large proportion of the world's population.

The Indiana Legislature and the Indiana Department of Education recognized this need to prepare the youth of Indiana by funding the Japanese/Chinese Initiative. Earlham College, with its long history of promoting international education, responded to the need and opportunity by designing a program for integrating international education into the curriculum, K-12. Using Japan as a model, the **Learning and Teaching About Japan** Project was launched in 1987. Since that time, it has involved sixteen school corporations in an ongoing program to internationalize the curriculum and implement Japanese language programs in the schools.

As a group of educators committed to international education, the participants in the **Learning and Teaching About Japan** Project recognize our responsibility to share our experiences and resources with other educators in the state. Therefore, this **Program and Resource Guide** has been developed as a record of the activities conducted by the sixteen participating school corporations and a compilation of the "fruits of labor" of the many individuals involved in the project.

The purpose of this document is to provide a comprehensive guide that any school corporation can use to plan changes of its own to incorporate a global perspective across subject areas. The **Program and Resource Guide** contains information about the project, descriptions of the school corporations involved in the project and their Japanese language programs, and a description of each team member's curriculum product. Since the Ball State Japanese and Chinese Intensive Language Workshops have also been a part of the Japanese/Chinese Initiative, information about the Ball State project and its participants, as well as other East Asian language programs in high schools around the state, have been included. Any corporation that intends to make curricular changes needs an effective curriculum development process and information on evaluating programs. Therefore, materials have been compiled about program development to assist schools in integrating international education into the curriculum. And, of course, the guide includes information about materials, resources, and, best of all, sources of information for use in the classroom. Many schools around the state participate in cultural exchange programs, so documents to assist with the exchange of students and educators have been included in the final section of this guide.

The Learning and Teaching About Japan project has resulted in a wealth of curricula, instructional units, classroom materials, and knowledge. These resources are right here in Indiana, spread throughout the state, and accessible to every school corporation. They have been developed by people who are practicing in the schools and classrooms of Indiana every day. Now is the time to seize the opportunity - to take advantage of the results of this project - to better prepare students to meet the challenges of tomorrow.

A 1987 report by the Study Commission on Global Education, a panel funded by the Rockefeller Foundation, concluded, "The increasing internationalization of society and interdependence among peoples and nations brings a new dimension to the citizen role and places a special responsibility upon our educational institutions to develop citizens able to function effectively in that world."

In the state of Indiana, educators have responded to this responsibility. The participants in the Learning and Teaching About Japan Project believe in the need to incorporate education about other cultures into the curriculum of every subject area for every student in the state. It is our expectation that this **Program and Resource Guide** will make it easier for you to join us in this endeavor.

Arlene R. Bliven
Director of Curriculum
Fayette County School Corporation
Connersville, Indiana

ACKNOWLEDGEMENTS

The Learning and Teaching About Japan Project and this **Program and Resource Guide** have been made possible through the efforts and cooperation of many groups and individuals. It is a credit to the State of Indiana that its governmental and educational leaders have had the perceptiveness and the resolve to implement programs that will prepare the youth of Indiana for the world of tomorrow.

Special acknowledgement is, therefore, given to:

- The **Indiana Legislature** and the **Indiana Department of Education**, which had the foresight to recognize the importance of international education to the students of Indiana.
- **Earlham College**, for reaching out to involve the elementary and secondary schools throughout Indiana in this enriching and innovative cultural program.
- **Jackson Bailey**, Director of the Institute for Education on Japan, and **Ann Runyon,** Regional Director of Development and Director of Major Gifts, Earlham College, co-directors of the project, for their vision, creativity, and perseverance in developing and fostering the program.
- **William E. Christopher**, Commissioner, Indiana Commission on Vocational and Technical Education, for his imaginative support of this project from its inception.
- The **sixteen school corporations** that were willing to invest time and resources to better prepare their students for the future.
- The **individual teachers and administrators,** who have participated in the project, for their dedication to international education and to their students. They have generously shared the abundance of information that has been compiled in this guide to benefit other educators around the state.
- **Walter Bartz**, Foreign Language Consultant, and **Linda Dierstein**, Textbook Adoptions Coordinator, Indiana Department of Education, for their guidance and support of the project.
- **Professor Akiko Kakutani**, Japanese Language Director, Earlham College, for her work with the Japanese language teachers and for her development of the Japanese language textbook and high school curriculum.

- **Steven Nussbaum,** Co-Director of Japan Study and SICE and Assistant Professor of Sociology, Earlham College, for his academic and fiscal vision.

- **Charles Yates**, Assistant Professor of History; **Masayo Kaneko**, Assistant Professor of Japanese Language; and **Caroline Bailey, Christopher Robins** and **Christopher Thompson**, program associates for the project, for patiently guiding their charges around Japan.

- **Rita Gardiol**, Chairperson of Foreign Languages, Ball State University, for her cooperation in providing information about the Ball State Project.

- **Kazumi Hatasa**, Purdue University, for supplying information on computer software.

- **Mitsuo Kakutani**, Artist-in-Residence, Earlham College, and his student, **Heidi Herman**, for the artwork in the **Program and Resource Guide.**

- **Elaine Vukov**, Administrative Coordinator, Institute for Education on Japan, for picking up in mid-stream and going forward with the project.

- **Shirley Smith**, Administrative Secretary, Institute for Education on Japan, Earlham College, for her devotion to the project and skillful coordination of schedules and people.

- The many **staff members at Earlham College** who shared their knowledge of Japan with the project participants in those intense orientation workshops.

- The many **Japanese educators and their families** who also believe in international education and graciously hosted the participants in the project.

Arlene R. Bliven
Director of Curriculum
Fayette County School Corporation
Connersville, Indiana

THE COVER ART

The design motif for the Program and Resource Guide is a reproduction of a famous passage from The Analects of Confucius in which Confucius commented on his own development as a person. It is as follows:

> "The Master said, At fifteen I set my heart upon learning. At thirty, I had planted my feet firm upon the ground. At forty, I no longer suffered from perplexities. At fifty, I knew what were the biddings of Heaven. At sixty, I heard them with docile ear. At seventy, I could follow the dictates of my heart; for what I desired no longer overstepped the boundaries of right."

The calligraphy is done in ancient script by Earlham College sophomore, Heidi Herman.

Jackson Bailey
Institute for Education on Japan
Earlham College
Richmond, Indiana

DESCRIPTION OF THE PROJECT

> Education from a global perspective means that the school and community must purposefully acknowledge that we are a part of an interconnected and interdependent world and that we need to know how to operate in it (De Kock and Paul, 19[illegible]). Global education is critical if young people are to be prepared for life in a world increasingly characterized by pluralism, interdependence, and change (Kniep, 1987).

International Education in Indiana

Fostering international education in the public schools is essential to prepare our young people to be effective citizens in the increasingly global political economy in which we live. International education is a process by which people become aware of both the similarities and differences that exist between life in the United States and that in other countries. At the same time, it is important not to minimize the differences among the many cultures of our world. Indeed, recognition and respect for the distinctive features of specific cultures is the cornerstone of international peace and cooperation in an increasingly interdependent world.

Among educators in Indiana, there is an acknowledged need for improvement in the schools. One important element in that process is the internationalization of the precollegiate school curriculum. Earlham College has had a long commitment and an active record in helping teachers and students in the State of Indiana prepare to become participants in an interdependent world. The Indiana Department of Education has made a public commitment to achieve this goal.

Earlham College has thirty years of experience in designing effective programs for international education. It has substantial resources in place to help in the task of developing international and intercultural awareness in the schools. Since 1986, the Department of Education and Earlham College have been engaged in a cooperative effort for this purpose.

For more than twenty years, Earlham faculty and staff have worked closely with public school educators and administrators in the Midwest. The College has mounted major inservice and summer training programs for these educators using a variety of formats. These programs have enabled the College to develop a state and national network of educational contacts. Earlham faculty regularly serve as consultants in international education and global awareness.

The Learning and Teaching About Japan Project

Japan has become a major force in the global economy and as a key political and economic partner of our country, represents a particularly important challenge to efforts in international education. During the 1980s, the recognition of Japan as an equal partner in the international community has led many educators in the U. S. to realize that there is a lack of meaningful education about Japan, in particular, and about Asia, in general, in our schools' curricula. Attention needs to be given to the reality that both Japan and the United States are very complex technological societies and have much in common and have much to share with the rest of the world. Earlham College has a long history of institutional ties to Japan. In 1987, in recognition of Japan's importance in the world community, the College established The Institute for Education on Japan.

The Learning and Teaching About Japan program, designed and administered by Earlham College and funded by the State of Indiana, represents a further step to opening up the educational horizons in the state. In providing the funding, the state legislature recognized the importance of this aspect of public education in the state. For the past five years, this program has concentrated on improving the education on Japan in seventeen selected school districts in Indiana. The origin of the Learning and Teaching About Japan program dates to the early 1980s when Earlham College responded to an invitation from the Lilly Endowment to link four-year academic institutions and their communities in cooperative educational projects. Working with Dr. William Christopher, then Superintendent of Richmond Community School Corporation, and other Richmond educators, Earlham designed a pilot project to help the Richmond school system to internationalize its curriculum and introduce Japanese language instruction in Richmond High School.

Responding to a request from the Indiana Department of Education, Earlham formally initiated the Learning and Teaching About Japan program, in 1986, to address a growing need within the State of Indiana to improve the quality of international education in the K-12 curriculum. In addition to Richmond, sixteen public school corporations are now participating in this Earlham-led Learning and Teaching About Japan Project. During the summers of 1987, 1988, and 1989, a total of seventy-five teachers and administrators from various parts of the state took part in this long-term effort to help internationalize the pre-collegiate curriculum. The program consisted of a two-week intensive cultural workshop at Earlham, three weeks of guided study in Japan, followed by continuing work throughout the ensuing school year, individually and in groups, to plan curriculum revision and broad-based community-wide change.

Besides the groups which have gone to Japan to study, an additional thirty teachers have been directly involved in the Learning and Teaching About Japan program in their local corporations and 100 more teachers from other corporations have participated in regional and state-wide workshops. By providing academic training and an on-site experience in Japan, educators located throughout the state, have built support for international education within their schools and within their communities. In addition to various outreach programs and many newly-developed curricular materials, projects, and special classes, each participating corporation has also begun a Japanese language program. In 1989-90, nearly 1,000 public school students in Indiana studied Japanese language under this initiative.

One teacher put her work in the project in this way, "This experience has made me more aware of how important it is for my students to have an awareness and an understanding of the world around us. They need to know about other cultures, be able to accept differences, and be open and willing to meet people from other countries."

The Learning and Teaching About Japan Project has already accomplished much. Individual teachers have found new and rewarding professional opportunities. They have undertaken this work with the support of their local school corporation. The participating corporations and teachers have reached out to each other and beyond to lend support, inspiration, and challenge to this important work. The embryonic networks already established around the state are, even now, beginning to bear fruit. They make it unnecessary for every teacher to "reinvent the wheel" for her or his own classroom. They are providing mutual stimulus, intellectually, and organizational support for new initiatives. They offer the potential for further development in a host of ways including such things as exchange programs and professional advancement.

The publication of this Program and Resource Guide is an important step in the establishment of model centers of excellence in international education throughout the state. Other school corporations have already taken the initiative to establish their own programs. Our hope is to extend the network to them, as well, incorporating their work into a larger state-wide whole. In taking this initiative, Indiana leads the nation. No other state has yet committed itself to build this kind of grass-roots resource-sharing network. It is our hope that the Program and Resource Guide can play a significant role in this larger process.

Jackson H. Bailey
Professor of History
Director
Institute for Education on Japan
Earlham College
Richmond, Indiana

PROJECT GOALS

The following are the main goals of the Learning and Teaching About Japan project. Each participating school corporation has endeavored to meet these goals.

TEACHING

1. Improve teacher performance and quality of instruction.
2. Reward outstanding teaching.

CURRICULUM

1. Encourage establishment of corporation goals and strategies to internationalize the curriculum, K-12, and commitment of corporation resources to these goals.
2. Coordinate efforts in revising curricula, K-12, to integrate teaching materials related to Japan at appropriate grade levels in mainstream courses in the social studies, fine arts, and humanities (including language arts) and others.
3. Each team member will develop a curricular project. These projects may include:
    a. Development of new teaching units on specialized topics which can be incorporated into existing courses. A typical unit might include: title, rationale, description indicating the intended audience and amount of teaching time required, statement of unit goals, learning skills objectives, activities, time allocation and unit structure, evaluation techniques, and instructional resources used.

    b. Integration of international perspectives and content into an already existing course (e.g. learning about communities); a sequence of courses (social studies, history, government); a student's year-long curriculum (English, math, music or art, history, physical education); the curriculum for an entire school level (elementary, junior high, high school); or the curriculum for an entire school corporation.

c. Development of resource units on materials available for teaching about Japan. Media and teaching resource specialists and others might put together summaries or reviews of materials teachers might use (e.g. short stories, novels, ethnographies, histories, etc.)

4. Design and implement a first-year course of instruction in Japanese language. The Earlham College Project Director and Japanese Studies Faculty (including a master-teacher and linguist) will work with project teams to develop innovative and effective structure and pedagogy as well as supplemental teaching materials. They will also assist in identifying a pool of potential candidates.

5. Make use of available resources within the corporations and in the state and region in an effort to support program initiatives (e.g. tap grant funds, materials, and professional expertise).

OUTREACH

1. Establish a broad-based community advisory committee to assist with project development and community outreach.

2. Participate in community, state, and regional networking efforts and opportunities to enrich the understanding of international education.

LEARNING AND TEACHING ABOUT JAPAN

PROJECT LOCATIONS

1. **Anderson Community School Corporation**
   Anderson, Indiana
   Contact: Mr. David A. Pike
   (See Page 3)

2. **Center Grove Community School Corporation**
   Greenwood, Indiana
   Contact: Mr. Denney G. French
   (See Page 11)

3. **Elkhart Community Schools**
   Elkhart, Indiana
   Contact: Dr. Peggy Cowen
   (See Page 19)

4. **Evansville-Vanderburgh School Corporation**
   Evansville, Indiana
   Contact: Mrs. Sandra Singer
   (See Page 25)

5. **Fayette County School Corporation**
   Connersville, Indiana
   Contact: Ms. Arlene R. Bliven
   (See Page 33)

6. **Gary Community School Corporation**
   Gary, Indiana
   Contact: Ms. Anne F. Thompson
   (See Page 41)

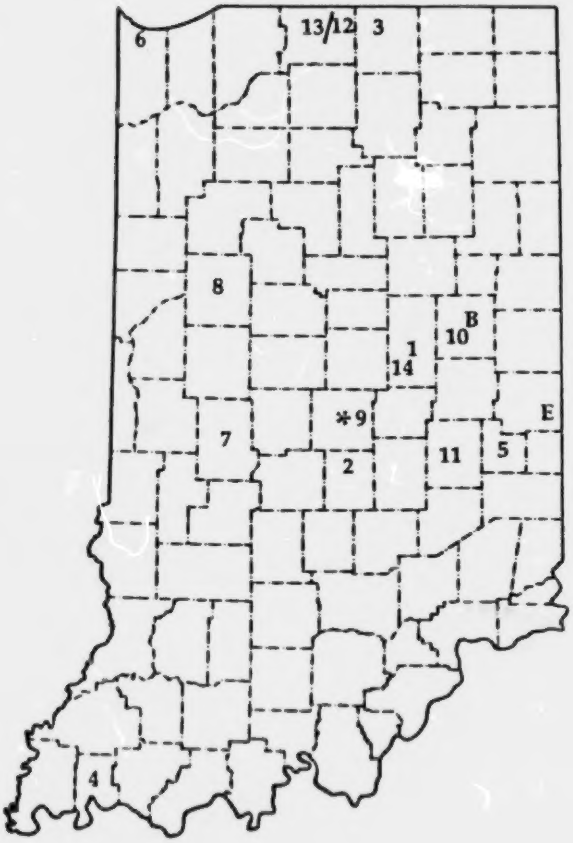
7. **Greencastle Community School Corporation**
   Greencastle, Indiana
   Contact: Mrs. Janett Boling
   (See Page 51)

8. **Lafayette School Corporation**
   Tippecanoe School Corporation
   West Lafayette Community School Corporation
   Lafayette and West Lafayette, Indiana
   Contact: Ms. Charlotte McGaw
   (See Page 57)

9. **MSD of Warren Township**
   Indianapolis, Indiana
   Contact: Dr. Betty S. Poindexter
   (See Page 67)

10. **Mt. Pleasant Township Community Schools**
    Yorktown, Indiana
    Contact: Dr. Barbara Underwood
    (See Page 73)

11. **Rushville Consolidated Schools**
    Rushville, Indiana
    Contact: Ms. Suellen K. Reed
    (See Page 81)



12. **School City of Mishawaka**
    Mishawaka, Indiana
    Contact: Mr. Robert D. Smith
    (See Page 87)

13. **South Bend Community School Corporation**
    South Bend, Indiana
    Contact: Mr. Alfred P. Large, Jr.
    (See Page 93)

14. **South Madison Community School Corporation**
    Pendleton, Indiana
    Contact: Mr. James E. Coyle
    (See Page 99)

B **Ball State University,** Muncie, Indiana

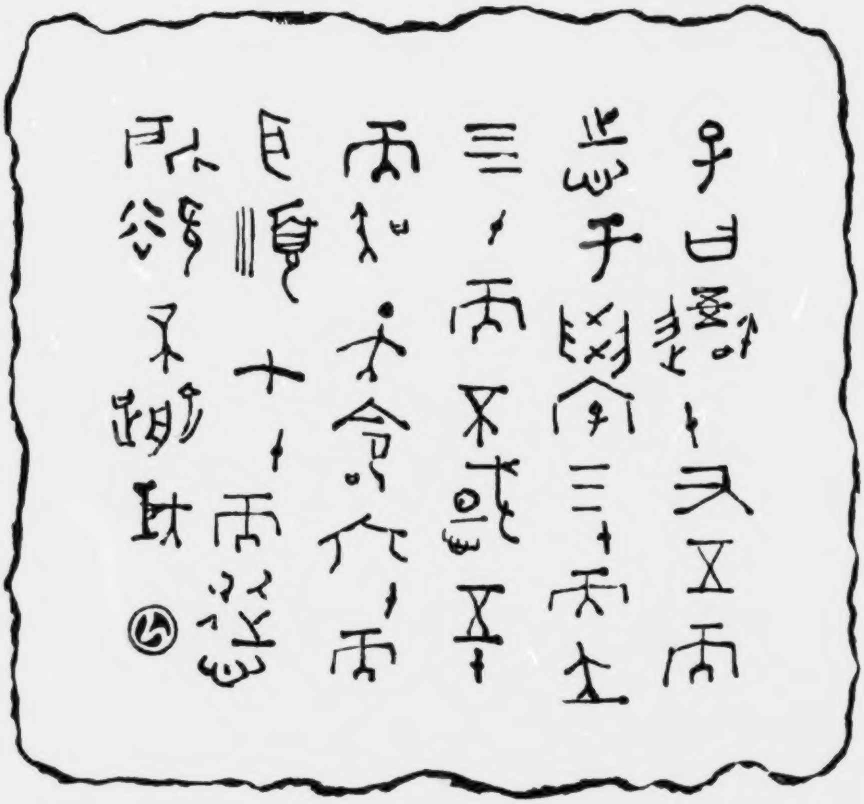
E **Earlham College,** Richmond, Indiana

* **Indiana State Department of Education,** Indianapolis, Indiana

LEARNING AND TEACHING ABOUT JAPAN

IN INDIANA SCHOOLS

PROFILES OF PARTICIPATING SCHOOL CORPORATIONS



ANDERSON COMMUNITY SCHOOL CORPORATION

30 West Eleventh Street, Anderson, Indiana 46016
Telephone: 317-641-2000

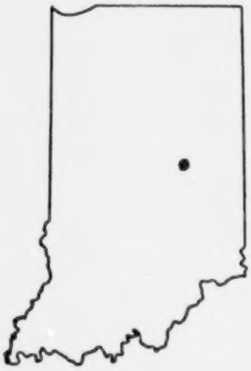
SUPERINTENDENT: Thomas L. Neat
COUNTY # 48
CORPORATION # 5275

CONTACT PERSON: David A. Pike
ADDRESS: Westvale Elementary School
2200 West 22nd Street
Anderson, Indiana 46016
TELEPHONE: 317-641-2092

PROJECT PHASE II

I. *INTRODUCTION*

Demographic Information:



Anderson, Indiana, is a city of approximately 65,000 persons located in Madison County where it serves as the county seat of 139,336 persons. Brick, glass, and other manufacturing firms set up business in the area because of the availability of natural gas. Because of labor problems and Japanese competition, many industries left Anderson in the 1960-70 period. Two large General Motors plants (Delco Remy and Inland Fisher Guide) are major employers in the area. The unemployment rate has stabilized at 6-7% with a poverty level of around 20,000 persons. Because employees in Anderson generally have high wages and the retirees enjoy generous pensions, the business community continues to expand and is considered to be in a healthy condition.

In addition to being a manufacturing complex, Anderson is also the center of a rich agricultural area where corn, soybeans, tomatoes, wheat, and other crops are produced in abundance. Much of the soybean crop goes to East Asia. Anderson is also an educational center which includes Anderson University, Purdue, and Ivy Tech campuses.

Anderson Community School Corporation has three senior high schools (9-12), three middle schools (7-8), and twenty-one elementary schools (K-6). A total of 12,411 students are enrolled. Racial composition in the ACS includes 80% white; 18% black; and approximately 2% Asian, Hispanic, and Indian. There are also several private schools serving the area.

Although Anderson does not possess a totally owned Japanese industry, the local industries maintain a brisk trade with East and Southeast Asia. Three European glass making firms are building a large factory for glass production; a Dutch firm involved in testing procedures is likewise locating here.

Relevant History:

As Anderson is a General Motors and an industrial city, an unemployment rate as high as 21% has occurred partially because of Japanese competition. There is some anti-Japanese feeling; however, there is also a great deal of support for the Japanese project. The local industries now cooperate in joint ventures with foreign firms. In fact, three European firms are now going to operate in Anderson.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	(1989-90)	(1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	21	6,492					4,500	510	100
Middle/Jr. High	3	2,015					900	950	980
High School	3	3,904	11-Pilot 30	110	108		200	257	100
TOTAL	27	12,411	41	110	108		5,600	1,717	1,180

II. *GOALS OF THE PROJECT*

Primary Goals:

1. To establish a Center for International Studies, a magnet school concept, to enhance several courses now offered.
2. To establish a Japanese Language and Japanese Studies program.

Secondary Goals:

1. To place an increased emphasis on Asian influences and their importance in several, specific areas in certain courses.
2. To encourage an increase in print and non-print holdings.
3. To afford the opportunity for all students to enroll in courses with an Asian emphasis.
4. To encourage our staff to seek training in Asian subjects.
5. To seek an increased internationalization of courses with an accompanying increase in student enrollment.

III. PROJECT TEAM

Team Leader:

Thomas Neat **Superintendent**

Background: Dr. Neat taught industrial arts and physical education for six years and has been a school administrator for 22 years. His interest in global education and his commitment to expand the curriculum offerings for Anderson students led him to the Learning and Teaching About Japan project.

Project: Development of the Center for International Studies in cooperation with Dr. Jack Nicholson

Team Members:

Rhea S. Parshall **Elementary Teacher**

Background: Ms. Parshall has taught almost all of the elementary grades plus elementary and junior high music. She has been a teacher for 27 years. She enjoys traveling and has taken students to France.

Project: Teaching unit for grade 6, "All Ability Levels Can Learn About Foreign Countries - Japan" (see page 146)

David A. Pike **Elementary Teacher, Gifted, Grades 2-6**

Background: Mr. Pike has been an elementary teacher for 22 years in grades 4-6. In his work with gifted students, he works with two elementary schools and provides enrichment programs. He has also taken students to France.

Project: Total school study for grades K-8 entitled "A Look Into Japan - An All-School Week Long Study of Japan" (see pages 111, 131)

Mary Ellen Whitinger

Middle School Teacher and Building Coordinator of English and Gifted/Talented

Background: Mrs. Whitinger has been a teacher for 22 years. Her teaching experiences have covered grade levels 5-9. She has a deep interest in expanding global awareness.

Project: Simulation exercise for grades 6-12 entitled "Cross-Culture Simulation" (see pages 148, 169)

Jack B. Nicholson

Department Head and Director of Asian Studies, Japanese Studies, and Humanities: Philosophy and Religion

Background: Dr. Nicholson has been a teacher of humanities, world history, Asian studies, and Japanese studies for 37 years, 22 of which have been served in administration. Dr. Nicholson also teaches East Asian history and social studies methods at Anderson University. He has been a Fulbright scholar three times, and his doctoral dissertation dealt with the peace movement in Hiroshima after World War II. Dr. Anderson is now retired from the Anderson Community School Corporation and is currently teaching in the Anderson University Departments of History and Education.

Project: Resource unit for grades 9-12 entitled "Burokumin" (see page 174)

Japanese Language Teacher:

Kuniko Kawasaki

Background: Mrs. Kawasaki was born in Japan and studied at Aichi Kgaiku University in Japan. She taught English language in junior high school in Japan for three years prior to her marriage. Because of her husband's work, she moved to the United States. Mrs. Kawasaki has studied art at Ball State University, earned a master's degree and obtained a teaching license. She has taught art for six years and GED for four years in the Anderson Community Schools before receiving her present assignment to teach Japanese language to students at the Center for International Studies. She will also teach two art classes at Anderson High School.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	"Kids Kits" are being organized which contain materials collected in Japan.
Middle/Jr. High:	Grade 7 - Required - History, Geography, and Culture of Eastern Hemisphere Grade 8 - Optional - Foreign Cultures and Current Issues
High School:	Grades 9-10 - World History, Introduction to Social Studies, World Geography, English, Creative Writing Grades 9-12 - Japanese Language I, II, III, IV, V, VI German, Russian, Latin, French, Spanish Daily Wire Service Reports Grades 10-12 - Asian Studies, Japanese Studies, Humanities: Philosophy and Religion Grades 11-12 - World Literature, Economics, Sociology, Government, U. S. History

Curriculum Developed:

Elementary:	"A Look Into Japan," a resource guide including lesson plans and enrichment activities, is being prepared for use by classroom teachers.
Middle/Jr. High:	Added the eighth grade options: Foreign Cultures Current Issues
High School:	Japanese Language and Japanese Studies Russian

V. STAFF DEVELOPMENT

The staff is encouraged to participate in such activities as they choose. Most of the meetings and conferences attended have had something to do with the international theme. Three hundred persons have been granted various kinds of leaves for these programs system-wide.

VI. ENRICHMENT AND COMMUNITY COMPONENTS

Japanese language classes for adults are held on a regular basis as a part of the adult-community program at the Anderson Area Vocational and Technical School. At the conclusion of each of these classes, several adults are invited to attend an instructed Japanese dinner session. Several community organizations also provide training in Japanese culture and cooking. Participation occurred in a community program called "Brunch with the Classics" where a buffet of Japanese food was provided, Japanese dancing performed, and the Japan team provided a display and discussion of the L/T project. High school language arts students wrote haiku which were collected into a booklet for distribution, and daily wire service is provided for the students at AHS and CIS.

VII. OUTREACH ACTIVITIES

A great deal of press and TV coverage has been focused on the project activities. The team collectively and individually presented numerous programs. All of the service clubs, AAUW, special interest clubs and groups, mothers' clubs, school clubs, and church groups were visited. Presentations were also presented to the school board and the gifted program parents who were supportive of the project. Several of the schools also presented displays of the materials along with their own projects.

VIII. ADVISORY BOARD

Total Members **- 21**

2	Members of Chamber of Commerce
1	Representative from Medicine
1	Librarian
1	Representative from the Fine Arts Center
1	Insurance Person
5	Industry Persons
1	Printing Industry and Rotary Representative
1	Representative from Labor
1	Anderson University Person
1	Representative from American Association of Retired People (Retired Educator)
6	Educators, including 5 Team Members

The International Committee of Anderson Community Schools has sponsored the Kurosawa Concert, foreign teacher and students exchanges, and a local culturefest. The committee meets in various locations with a host/hostess from the committee. They have sponsored the Vice Consul General from New York for two visits to Anderson. The committee is also the liaison to the community.

IX. EVALUATION OF THE PROJECT

The Center for International Studies has been established with a staff of three persons on a part time basis. The content of some of the courses has been examined and additions of an international nature have been recommended. Student participation, including enrollment, projects, courses completed, and an informal assessment of attitudes regarding the materials presented, has been documented. The effectiveness of the curriculum was noted in the number of students enrolled in the Japanese Language and Studies classes, the testing conducted in those classes, the increased numbers of classes offered, and the units included in other courses. The present offerings reflect a good measure of international study opportunities.

CENTER GROVE COMMUNITY SCHOOL CORPORATION
2929 South Morgantown Road, Greenwood, Indiana 46143
Telephone: 317-881-9326

SUPERINTENDENT:	E. Lee Webb	***COUNTY #***	41
		CORPORATION #	4205
CONTACT PERSON:	Denney G. French		
ADDRESS:	Center Grove Community School Corporation 2929 South Morgantown Road Greenwood, Indiana 46143		
TELEPHONE:	317-881-9326		

PROJECT PHASE III

I. INTRODUCTION

Demographic Information:

The Center Grove schools are located just south of Indianapolis in White River Township, Johnson County. The 48 square mile school district is composed of rural and suburban areas with a population of approximately 22,000. The western part of the city of Greenwood and the town of Bargersville are included in the school district. Many residents of the district are civic, industrial, and business leaders in the greater Indianapolis area.

White River Township has been one of the fastest growing areas in Indiana in the last score of years. Residential subdivisions continue to be planned and developed in the area. Unemployment has been almost nonexistent in the area in recent years. Currently, there are three Japanese owned industries in the area. Alpine Electronics Manufacturing Company of America, Inc., located in Greenwood, manufactures automobile sound systems; KYB, located in nearby Franklin, manufactures shock absorbers; and Nachi Technology, Inc. began production of ball bearings at its Franklin plant in January of 1990.

The Center Grove Community School Corporation serves almost all of White River Township with a total of 5,599 students attending five elementary schools, one middle school, and one high school. In addition, the Central Nine Area Vocational School and Johnson County Special Services Cooperative serve Center Grove students as well as students from nearby school corporations. The student population is mostly Caucasian. Approximately one percent of the students are Asian or Asian-American. During the past year, four percent of the students participated in the free/reduced lunch program.

Relevant History:

A largely suburban area, White River Township and Johnson County have experienced phenomenal growth during the past few years. Many new residents are employed by Indianapolis area firms which are involved in international business ventures. Many people in the area have had limited contact with people from other nations and other cultures.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	5	3,020						2,939	3,020
Middle/Jr. High	1	886			59			863	886
High School	1	1,693			41			1,738	1,693
TOTAL	7	5,599			100			5,540	5,599

II. GOALS OF THE PROJECT:

Primary Goals:

1. To encourage the integration of international education into the curriculum.
2. To help students, teachers, parents, and patrons appreciate people from other nations and cultures.
3. To prepare students with the knowledge and skills necessary for success in an ever-changing interdependent world.

Secondary Goals:

1. To internationalize our curriculum by adding units in Japanese culture, history, religion, and language.

2. To instill in our students tolerance and acceptance of others.
3. To add Japanese language to the high school curriculum.
4. To share items brought from Japan with various high school departments.
5. To serve as a resource to our community for those wanting to know more about Japan.
6. To expand the fine arts curriculum to include more Japanese music and art.
7. To educate our school community about all aspects of Japanese life.

III. *PROJECT TEAM*

Team Leader:

E. Lee Webb — **Superintendent**

Background: Dr. Webb has 12 years of teaching experience in English, Spanish, and social studies and 25 years of experience as a school administrator. His foreign language background, position as superintendent of the school corporation, and strong interest in the international scene made Dr. Webb an obvious choice for team leader.

Project: Community outreach activity for all ages entitled "Informing the Community About Japan and Japanese Education" (see pages 117, 137, 163, 183)

Team Members:

Teri L. Manship — **Elementary Teacher, Grade 2**

Background: Mrs. Manship, with seven years of teaching experience, is coordinating international education at the elementary level. Her interest in Japanese education and in the Japanese people has been piqued by the assignment of four Japanese students to her class.

Project: Integration of perspectives and development of resources for grade 3 entitled "The Life of a Japanese Child" (see page 123)

David R. Wilkerson **Middle School Teacher, Social Studies**

Background: Mr. Wilkerson has 17 years of teaching experience as a social studies teacher. His position as department chairperson at the middle school has been beneficial to the integration of the project.

Project: Teaching unit for grades 7-8 entitled "Comparing Sports in Japan and the U. S. A." (see page 154)

Cheryl A. DiPietro **Media Director, Grades 7-8**

Background: Mrs. DiPietro has 12 years of teaching experience and has previously taught eighth grade English. Her position as media director and her interest in Japan has made her the logical person to assist in building a collection of international resources, both print and nonprint.

Project: Teaching unit for grade 7 entitled "Similarities and Differences Among Educational Systems" (see page 149)

Jeanne A. Hodgin **High School Teacher, French & Spanish**

Background: Ms. Hodgin has 12 years of teaching experience in foreign language. In addition to being the chairperson of the foreign language department, Ms. Hodgin has taken three courses in Japanese.

Project: Teaching unit for grades 11-12 entitled "Japanese Women: Today and Tomorrow" (see page 177)

Japanese Language Teacher:

Clint D. Stone

Background: After completing his student teaching, Mr. Stone spent two years as a teacher consultant in Iwate-ken, Japan. Mr. Stone has taken Japanese language courses at the University of Kentucky and Earlham College. He, currently, is in his first year of teaching in U. S. public schools.

IV. INTERNATIONAL EDUCATION CURRICULUM

Course Offerings:

Elementary:	Students in grade three compare life-styles in Japan with those in the U. S. This is essentially a social studies unit, but it is coordinated with art, music, and language arts. Students are also made aware of world events by using newspaper articles and Scholastic News. Students discuss similarities and differences in cultures such as Canada and Mexico. The French influence in Indiana is studied in the fourth grade. Sixth graders, as a part of their studies, survey western civilizations.
Middle/Jr. High:	The introduction to foreign languages class for seventh graders includes Japanese, French, German, and Spanish. Seventh grade students have a unit on the Japanese culture with an emphasis on sports, schools, food, and young people. Students study geography and United States history. The relationship between the United States and other countries is discussed in both of these courses.
High School:	Students have the opportunity to choose among the following courses: Japanese I, Modern Geography, United States History, World Civilization (Western), Honors World Civilization (Western), Modern World Civilization, World Civilization (non-Western), Sociology, Current Problems & Issues, and Economics.

Curriculum Developed:

Elementary:	Social studies unit for grade three compares the life-style in Japan with those in the U. S. This unit includes a video about Japanese students, calligraphy, map reading, poetry, and the reading of folk tales.
Middle/Jr. High:	Seventh grade social studies unit compares the Japanese and American people, customs, and educational systems. Nine week unit on introductory foreign language for seventh graders.
High School:	Japanese, Level I World Civilizations: Non-Western Sociology

V. *STAFF DEVELOPMENT*

Approximately twenty third grade teachers received inservice training from one of the teachers who visited Japan. Middle school teachers were shown slides of the team's visit to Japan. Two team members made presentations to high school teachers during an inservice day program. One team member made a presentation entitled "Women in Japan," to a high school sociology class. Teachers also participated in summer workshops in which they prepared units on Japan and international education.

VI. *ENRICHMENT AND COMMUNITY COMPONENTS*

All schools celebrated International Education Week for the first time in March of 1990. Speakers from other countries discussed the traditions, culture, and history of their native lands. Students had the opportunity to prepare and taste the foods of other countries, sing songs and dance, and observe the attire of people from other lands.

Summer school enrichment classes for elementary school students include: "Polynesia," "Let's Explore Japan," "The Japan Experience," "Music Around the World," and "Origami." Mayumi Takahashi, a Japanese intern, has been bringing the Japanese culture, language, and international activities to the Center Grove schools from October, 1990, through April of 1991.

VII. *OUTREACH ACTIVITIES*

Numerous presentations have been made by team members to area organizations, such as the American Association of University Women, Kiwanis, Rotary, the Franklin College Chapter of the American Business Women's Association, and to sororities in the community. Presentations have also been made to youth groups such as the Girl Scouts.

VIII. ADVISORY BOARD

***Total Members:* 23**

1	Clergyman
2	Executives in Area Japanese-Owned Industries (Japanese)
2	Executives in Area Japanese-Owned Industries (American)
1	Mayor of Greenwood
1	Banker
4	School Administrators
2	School Board Members
1	High School Social Studies Department Chairperson
1	High School Business Department Chairperson
2	Elementary Teachers
5	Team Members
1	Parent/Patron

The advisory board members were provided with information about all aspects of the project, and the board members made suggestions concerning how the Center Grove schools could involve the community in the project. Suggestions were also made concerning the development of the curriculum. The board members provided a list of people in the community who could assist the schools with field trips, tours of businesses, Japanese language, etc.

IX. EVALUATION OF THE PROJECT

Most of the evaluation, to this point, has been subjective. Team members have informally discussed their impressions of various activities which have taken place in the schools and in the community. The number of students who have registered for the Japanese language course at the high school is indicative of the interest in the program.

ELKHART COMMUNITY SCHOOLS
2720 California Road, Elkhart, Indiana 46514
Telephone: 219-262-5500

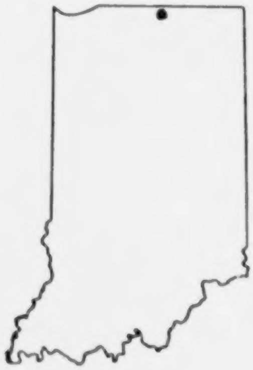
SUPERINTENDENT: Frederick B. Bechtold
CONTACT PERSON: Peggy Cowen
ADDRESS: 2720 California Road
Elkhart, Indiana 46514
TELEPHONE: 219-262-5559

COUNTY # 20
CORPORATION # 2305

PROJECT PHASE II

I. *INTRODUCTION*

Demographic Information:



Elkhart County is located in the north central part of Indiana and has a population of about 150,000. The city of Elkhart, with a population of about 47,000, has grown since the 43,000 figure in 1980. Adjacent to the Indiana Toll Road, Elkhart, historically, has been known for the trailer and manufactured housing industry and musical instrument companies. Recently, there has been significant diversification of small businesses and industries. Major businesses include Miles Laboratory and Skyline. The number of foreign owned companies, including Japanese, continues to grow. Employment is higher than the state or national levels, with unemployment around the 5.3 percent level, currently.

Elkhart Community Schools serves the Elkhart and surrounding areas. The student body population is about 11,000 in grades K-12 in the 14 elementary, 3 middle, and 2 high schools. In addition, the Elkhart Area Career Center and Horizon (special education facility) serve both Elkhart and other surrounding school districts. Within the student body, 95% of all minorities are Black, with 82% of the students being Caucasian. The elementary students have 33.4% on free or reduced lunches, with the districtwide percentage being 24.3. The number of different language groups from families with non-English backgrounds is 36%.

Relevant History:

Elkhart County is a growing community which has welcomed businesses with diverse ownership.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	14	6,401					4,000	3,500	540
Middle/Jr. High	3	1,690		120	144		200	250	
High School	2	2,962		65	52		75	150	196
TOTAL	19	11,053		185	196		4,275	3,900	736

II. *GOALS OF THE PROJECT:*

1. New teaching techniques, methods, and strategies will be learned.
2. New information will be shared with enthusiasm from firsthand experience.
3. There will be a new perspective on the world and people, spilling over into personal and professional lives.
4. The team will share experiences, material, and understandings with staff, students, and community.
5. Appropriate slide/video presentations will be made.
6. New units for existing courses will be created.
7. New course offerings will result as awareness and interest grows.
8. Team members will impact their individual course content, their building awareness, and curriculum.

III. PROJECT TEAM

Team Leader:

Peggy D. Cowen	**Director of Curriculum and Instruction**
Background:	Dr. Cowen has 15 years of teaching experience in secondary language arts and 11 years of administrative experience. Her involvement and responsibilities in curriculum and instruction as well as staff development made her participation on the team a logical choice.
Project:	Slide/lecture or videotape for grades 10-12 and adults entitled "A Hoosier's View of Japan" (see pages 176, 187)

Team Members:

Bruce A Rogers	**Elementary Teacher, Grade 6**
Background:	Mr. Rogers has 10 years of experience in teaching elementary students in the primary and intermediate grades. He became an assistant principal at the elementary level in 1990.
Project:	Integration of international perspectives into a unit for grades K-12 entitled "Japan: Holidays, Festivals, Celebrations" (see pages 114, 135, 161)

Rosalie A. Isenbarger	**Middle School Teacher, English**
Background:	Ms. Isenbarger, with 30 years of teaching experience, is very interested in incorporating various cultural experiences into the curriculum. She is the English department chairperson and has written a nine-week unit on Japan that involves the four academic areas: English, social studies, science, and math.
Project:	Videotape produced for grades 7-8 in sister-school in Japan entitled "Greetings From West Side Middle School" (see page 152)

Debra L. (Senff) Yates **High School Teacher, Social Studies**

Background: Ms. Yates has four years of experience teaching government, psychology, sociology, and world studies. Since her marriage to Chuck Yates of Earlham, Debra has left the Elkhart Community Schools and lived in Japan for the last half of 1990.

Project: Teaching activities within a unit on Japanese culture for grades 9-12 and adults entitled "Growing Up In Japan" (see pages 175, 186)

Nico F. Valentijn **Director of Media Services, Grades 9-12**

Background: Mr. Valentijn has 13 years of teaching experience in driver education, U. S. history, and media communications. His experience with travel and international education proved valuable to the Elkhart team.

Project: Videotape introduction to a unit on the history of Kyoto for grades 7-12 entitled "Kyoto" (see pages 156, 172)

Japanese Language Teacher:

Katherine Mensendiek

Background: Katherine Mensendiek was born in Japan and lived there with her missionary parents for most of her life. She attended 4 years of college in the United States, graduating with a B. S., but without a teaching degree. She became interested in teaching and is currently working on her certification.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	The Learning and Teaching About Japan team has visited nearly all elementary schools and continues to be available. The Japanese intern program has provided numerous cultural experiences. Textbooks will be chosen with an international emphasis in mind.
Middle/Jr. High:	An intensive unit on Japan is part of the seventh-grade block programs as each discipline (language arts, math, science, and social studies) integrates relevant material. Exploratory Japanese language is offered to middle school students.
High School:	Concepts related to Japanese studies are incorporated into the world history class, as well as economics and the geography course being written. Japanese language classes are offered at both high schools.

Curriculum Developed:

Elementary:	A review of the present curriculum was made and areas where Japanese cultural activities could be integrated were identified. All materials acquired through the project will be cataloged and available to the staff.
Middle/Jr. High:	A unit on Japan integrating all disciplines will be developed. Activities in flower arranging, koto playing, origami lessons, and other cultural activities will be provided by community people. Student/staff correspondence with a sister-school in Chiba will continue.
High School:	

V. STAFF DEVELOPMENT

A Japanese tea held at the beginning of the project introduced the staff and the community to the concept and provided an opportunity for input. Upon returning, the team presented an inservice as part of the district-wide beginning of school activities. Materials were displayed as part of the school board presentation. In March, 1990, a Japanese Open House provided an opportunity for all staff to view the materials available, to meet with the team, and to meet the Japanese language teacher - all with the purpose of infusing international education into the regular curriculum.

VI. ENRICHMENT AND COMMUNITY COMPONENTS

An adult education class in Japanese language was started in 1989. Two groups, the International Club (representing over 40 countries) and the Nihon Friendship Club, are very active and have included the L/T team members. Frequent contact with the Japanese community through its wives has brought about cooking meetings, flower arranging, and koto playing. In addition, a Japanese intern has worked daily in the 21 schools for 11 months.

VII. OUTREACH ACTIVITIES

Presentations have been given to many community groups by the team members.

VIII. ADVISORY BOARD

The official advisory group was in the hands of the mayor, designed to follow his direction for the city. Informal meetings were held with the mayor, Chamber of Commerce, school board members, administration, Japanese community, teachers, and administrators. The involvement with the Nihon Friendship Club has kept the members and community in touch with the Japanese culture.

IX. EVALUATION OF THE PROJECT

Information sharing has taken place and continues to be planned. Slide/video presentations have been made and presented. Specific units have been planned for sixth grade, seventh grade, and world history. In addition, Japanese language has been added at the secondary level. The effectiveness of the curriculum has been and will continue to be measured by the number of students selecting the classes and the success rate of students in the Japanese language classes.

EVANSVILLE-VANDERBURGH SCHOOL CORPORATION

1 Southeast Ninth Street, Evansville, Indiana 47708
Telephone: 812-426-5674

SUPERINTENDENT: Phillip Schoffstall

COUNTY # 82
CORPORATION # 7995

CONTACT PERSON: Sandra Singer
ADDRESS: 1 Southeast Ninth Street
Evansville, Indiana 47708
TELEPHONE: 812-426-5674

PROJECT PHASE III

I. INTRODUCTION

Demographic Information:

Vanderburgh County, with a population of 170,000, is located in southern Indiana. The Evansville-Vanderburgh School Corporation includes 20 elementary, 10 middle, and 5 high schools and serves a total of 23,000 students. Evansville has two universities, the University of Southern Indiana and the University of Evansville, as well as several technical and vocational schools.

Major industries in the greater Evansville area include Whirlpool, Bristol-Myers Squibb, Alcoa, PPG, General Foods, Inland Container, Crescent Plastics, and several major coal producing companies. The unemployment level is approximately 4.5%. While there are no Japanese-owned businesses in Evansville, there are currently 19 local businesses involved in international trade, some with Japan.

Relevant History:

The strong German background of its people has helped to create a community with a strong work ethic.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	20	11,372						70	300
Middle/Jr. High	10	5,169							50
High School	5	6,388		35	168			35	168
TOTAL	35	22,929		35	168			105	518

II. GOALS OF THE PROJECT

Primary Goal:

To prepare today's student to be well-equipped to function in the global economy of the 21st century.

Secondary Goals:

1. To give the students a knowledge of the world and its people in terms of historic perspective as well as current importance.
2. To enhance awareness and understanding of Japan in the public school system.
3. To add cultural units on Japan at every grade level.
4. To begin to expand the Japanese language classes to include all five high schools.

III. *PROJECT TEAM*

Team Leader:

Sandra A. Singer	**Supervisor of Foreign Language**
Background:	Ms. Singer has 20 years of experience as a teacher of French and English and five years as an administrator. This project provided Sandra with the opportunity to expand the foreign language department.
Project:	Resource binder for grades K-5 entitled "Learning and Teaching About Japan" (see page 110)

Team Members:

Glenda J. Hauschild	**Elementary Teacher, Grade 1**
Background:	Ms. Hauschild has 20 years of experience teaching in the primary grades. She was not part of the original team but became involved with the project during the summer of 1990. As a participant in the summer workshop at Earlham College, Ms. Hauschild developed an integrated base of knowledge which has helped her to involve her students in an exciting study of Japan.
Project:	A cultural study and exchange with students in Japan (see page 117)

Jennifer L. Yeker	**Elementary Teacher, Grade 3**
Background:	Ms. Yeker, an elementary teacher with six years of experience, was already teaching her students about Japan, and this project provided an opportunity to expand her program.
Project:	Teaching unit with hands-on experiences for grades 2-5 entitled "All About Japan Festivals" (see page 120)

Thomas F. Higgs — **Elementary Teacher, Grade 4**

Background: Mr. Higgs has six years of teaching experience in grades 1 and 4. Currently, he is teaching social studies to fourth graders and also spends half of his day as an elementary counselor.

Project: Teaching unit for grades 3-5 entitled "A Week in Japan" (see page 124)

Don L. Hunter — **High School Teacher, Social Studies**

Background: Mr. Hunter, the social studies department chairman, has 29 years of teaching experience in history, government, economics, and geography. Don has an extensive background in geography and travel in foreign countries.

Project: Teaching unit for grades 11-12 entitled "The Constitutions of Japan and the U. S. - A Comparison" (see page 177)

Mary McGarrah — **High School Teacher, French**

Background: Ms. McGarrah has 15 years of teaching experience in mathematics, French, and English at the middle school level.

Project: A 20-minute videotape, "Useful Ideas From Japan," with a comparison of cultures and ways of doing things (see pages 147, 169)

Japanese Language Teachers:

Pam Boyer-Johnson

Background: Ms. Boyer-Johnson has been a teacher of German and Spanish for 16 years. She had always wanted to master a third language, and the Ball State Project gave her that opportunity. (see page 232)

Maki Shiwachi

Background: Ms. Shiwachi is in her first year of teaching. She serves as an itinerant Japanese language teacher, teaching five classes in three buildings each day.

Monserrate Woehler

Background: Mrs. Woehler has 16 years of teaching experience in Spanish. She began teaching Japanese two years ago as a participant in the Ball State Project.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	A resource binder containing units on Japanese cultural activities in art, language arts, math, and social studies has been developed and placed in each elementary school. The unit also contains an audiotape and a script of selected Japanese vocabulary. This binder is used mainly by the K-3 classes. Eleven "Learning and Teaching About Japan" kits have been developed and are available to all teachers in grades K-12.
Middle/Jr. High:	
High School:	Japanese 1-2 Exploratory Japanese Language and Culture 1

Curriculum Developed:

Elementary:	A resource binder containing units on Japanese cultural activities in art, language arts, math, social studies, and Japanese vocabulary has been developed. Eleven "Learning and Teaching About Japan" kits have been developed.
Middle/Jr. High:	
High School:	Japanese 1-2 Exploratory Japanese Language and Culture 1

V. STAFF DEVELOPMENT

The team members gave a corporation-wide workshop to introduce staff to the materials that have been developed. Each elementary school has appointed an International Education Contact Teacher who will serve as a building level resource person and who will disseminate information from the central office. These contact teachers will suggest inservice programs from the teachers in their buildings which will eventually facilitate a corporation-wide networking program for international education.

VI. ENRICHMENT AND COMMUNITY COMPONENTS

The Adult Education program is presently offering two beginning Japanese language classes. A follow-up class is being proposed for the fall of 1991. One of the elementary schools has established a sister-school relationship with a Japanese school.

VII. OUTREACH ACTIVITIES

The team members have given over 20 presentations this year for social, professional and service groups in the community. Audience sizes have ranged from 15-100. The Evansville Museum of Arts and Sciences in conjunction with the EVSC held a "Japan Weekend" featuring displays set up by the team members, art work from elementary students, hand-on activities of Japanese culture for children, and a performance by the koto players, the Kurosawas.

VIII. ADVISORY BOARD

Total Members: 15

1	Government Official
4	Businessmen
1	Parent
2	Teachers
5	Team Members
2	School Administrators

The advisory board has served as a liaison between the school corporation and the community. The advisory board has given financial support to several projects initiated by the team including the museum's "Japan Weekend." Members of the board have also served as host families for Japanese student exchange programs within the community.

IX. EVALUATION OF THE PROJECT

The effectiveness of the project has been measured by activities that have been completed. The Japanese language classes have expanded and will continue to expand in all five high schools. The supervisor of social studies is chairing a committee to reevaluate the present social studies scope and sequence. The "Kids Kits" have been used by some elementary teachers.

FAYETTE COUNTY SCHOOL CORPORATION

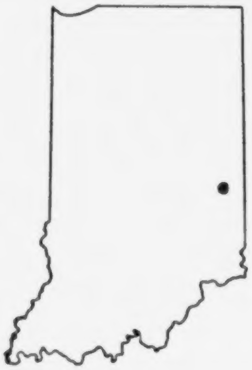
1401 Spartan Drive, Connersville, Indiana 47331
Telephone: 317-825-2178

SUPERINTENDENT: Gerald W. Knorr
COUNTY # 21
CORPORATION # 2395
CONTACT PERSON: Arlene R. Bliven
ADDRESS: Fayette County School Corporation
The Resource Center
306 West Sixteenth Street
Connersville, Indiana 47331-2806
TELEPHONE: 317-827-0191

PROJECT
PHASE
I

I. *INTRODUCTION*

Demographic Information:



Fayette County, with a population of 28,000, is located in east central Indiana and is a rich agricultural area. The population of Connersville, the county seat, is approximately 17,000. The city of Connersville has a variety of industries including major producers of automotive products, industrial air blowers, vacuum pumps, and dishwashers. In recent years, the unemployment level has been approximately 7.5%. Currently, there are no Japanese-owned industries in the community; however, employees from some of the industries travel to Japan and Korea frequently.

The Fayette County School Corporation serves the city of Connersville and the surrounding rural area. A total of 4,946 students attend the 10 elementary buildings, one junior high, and one high school. In addition, the Connersville Area Vocational School and the East Central Special Services Cooperative serve the students of Fayette and surrounding counties. The student population is mostly Caucasian with no major ethnic groups. Approximately, 1% of the students are Black. Eighteen percent of the students, districtwide, participate in the free lunch program, however, the percentage is considerably higher at the elementary level (26%).

Relevant History:

Fayette County has a long history in the automotive industry and pride in American cars is evident in the community.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	8	2,522				100	250	375	350
Middle/Jr. High	1	817	256	250	225	750	750	750	700
High School	1	1,607	35	39	73	100	120	150	150
TOTAL	10	4,946	291	289	298	950	1,120	1,275	1,200

II. GOALS OF THE PROJECT

Primary Goals:

1. To encourage the integration of international education into the curriculum.
2. To reward exemplary teachers and put them into leadership roles.
3. To prepare students in Fayette County to compete in an international market.

Secondary Goals:

1. Students will develop an awareness and acceptance of individual and group differences.
2. Students will recognize that they are members of a world community.
3. Students will develop greater understanding of economic and political institutions of the world.
4. Students will recognize the diversity of customs and values of world societies.

III. PROJECT TEAM

Team Leader:

Arlene R. Bliven — **Director of Curriculum**

Background: Ms. Bliven has 14 years of teaching experience at the elementary level and 10 years of administrative service in the area of curriculum and special programs. She also directs the district's instructional resource center.

Project: Three-year plan for integration of international education and a community awareness slide presentation for grades K-12 and adults entitled "Learning and Teaching About Japan" (see pages 116, 136, 162, 181)

Team Members:

Sherry L. Anderson — **Elementary Teacher, Grade 6**

Background: Ms. Anderson is an experienced elementary teacher who has a background in sharing her expertise in an inservice format. Ms. Anderson is currently teaching in West Lafayette.

Project: Slide presentation with narrative script or videotape for grades 2-12 and adults entitled "A Day in the Life" (see pages 121, 140, 164, 183)

Ronald Spurlock — **Junior High Teacher, Social Studies**

Background: Mr. Spurlock has nine years of experience teaching social studies and, currently, teaches a unit on Japan in the grade 7 global studies program.

Project: Teaching unit, "Japanese Sports," for grades 7 and 8 with slide presentation about traditional and nontraditional Japanese sports (see page 154)

Jane A. Siefert **High School Teacher, Spanish**

Background: Ms. Siefert has nine years of experience in teaching Spanish and French at the high school level and was also the teacher of the foreign language exploratory class (FLEX) for eighth graders. Jane has good rapport with other teachers. She is currently living in Plainfield and teaching Spanish, French, and communications.

Project: Development of resources for grades K-8 entitled "Japanese Gestures" (see pages 112, 132)

Elizabeth A. Handley **Media Specialist, Junior High**

Background: Ms. Handley has 21 years of experience in teaching English and as a media specialist. Ms. Handley also coordinates the elementary libraries.

Project: Informational slide presentation for grades 6-12 and adults entitled "Learning and Teaching About Japan" (see pages 148, 170, 186)

Japanese Language Teacher:

Sachiko Kawakubo

Background: Ms. Kawakubo was born in Japan, attended Tochigi Girl's High School, and graduated from Utsunomiya University in Tochigi, Japan, with a B.A. in the teaching of English. Ms. Kawakubo had seven years of teaching experience in high schools in Japan before coming to Connersville to teach. Ms. Kawakubo participated for one semester in an internship program near Philadelphia, Pennsylvania.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	In addition to the integration of the international education concepts into the elementary program, the Japanese teacher visits classrooms throughout the year to provide Japanese cultural activities. The "Kids Kits," which contain materials collected in Japan, are also used. Most of these activities focus on grades K-2. Japanese language and enrichment programs are also offered to intermediate students after school through the community education program.
Middle/Jr. High:	An extensive unit on Japan is part of the 7th grade global studies class. The Japanese teacher and one of the team members provide special activities for this unit, and artifacts from Japan are used. Eighth-grade students take FLEX, an introduction to foreign languages. Japanese is one of the four languages to which they are introduced.
High School:	World Cultures, a combination social studies/literature course is offered for gifted and talented students. Japanese language classes and Asian Language Cultures class are available to high school students. Advanced foods and the art classes have incorporated Japanese food and art into the curricula.

Curriculum Developed:

Elementary:	A slide/tape program entitled "A Day in the Life" has been developed for use with elementary students. Numerous "Kids Kits," artifacts from Japan and accompanying lesson plans, have been assembled for use in the classroom. Units are being developed for grades K-2.
Middle/Jr. High:	Instructional units have been developed about Japan for the global studies class. The curriculum for FLEX has been written.
High School:	As a direct result of this project, curriculum has been written for all of the foreign languages including Japanese. Curriculum, differentiated for gifted and talented students, has been written for the World Cultures class.

V. *STAFF DEVELOPMENT*

Presentations were provided by the team members for all instructional staff relating to the experiences in Japan and how to incorporate international education into the curriculum. Elementary teachers attended a PrimeTime workshop at Indiana University about enrichment activities on Japan. The social studies department chairman from the high school attended the national social studies conference on international education. The Director of Curriculum attended and presented at a conference on global education in Atlanta.

VI. *ENRICHMENT AND COMMUNITY COMPONENTS*

Classes in Japanese language and oriental cooking are provided through the community education class for adults. After-school classes are provided for intermediate students in Japanese language and culture. Japanese arts are provided for gifted and talented students as part of the ACTS (Academic and Creative Talents Showcase) program.

VII. *OUTREACH ACTIVITIES*

Numerous presentations have been given by team members and the Japanese teacher for social, professional, and service groups in the community. The Japanese teacher has done some translating for one of the local industries. Newsletters, newspaper articles, radio programs, and show windows have publicized the project. The team members host visiting educators from Japan and community members at a "pitch-in" dinner each January.

VIII. *ADVISORY BOARD*

Total Members: 31

1	Mayor
1	Radio Broadcaster
1	School Board Member
3	Businessmen
1	Parent
4	Students
10	Teachers
5	Team Members
4	School Administrators
1	Government Official

The advisory board helped to plan the activities of the project before and after the team returned from Japan. The advisory board members were kept abreast of project activities and had plenty of opportunity to ask questions about and clarify the intent of the project. They, in turn, were to keep the community informed. The board, also, helped put together a resource file of people in the community who are willing to go into classrooms and share their experiences in other countries.

IX. *EVALUATION OF THE PROJECT*

The effectiveness of the project has been measured by the number of students participating in the classes, the number who are successful in the Japanese language class, the mastery of information by students in the seventh grade global studies class, and the circulation of the "Kids Kits." Some of the elementary students who participated in Japanese cultural activities have completed attitude surveys which have demonstrated increased understanding of the Japanese culture after participation in cultural activities.

The effectiveness of the curriculum has been measured by the number of students participating in the classes, the number who are successful in the Japanese language class, and the mastery of information by students in the seventh grade global studies class. The teachers have revised the curriculum somewhat based on what is feasible in the classroom within the time restraints.

GARY COMMUNITY SCHOOL CORPORATION

620 East Tenth Place, Gary, Indiana 46402
Telephone: 219-886-6400

ACTING SUPERINTENDENT:	Maggie Carey	***COUNTY #***	45
		CORPORATION #	4690
CONTACT PERSON:	Anne F. Thompson		
ADDRESS:	1234 Cleveland Street Gary, Indiana 46404		
TELEPHONE:	219-977-4238		

PROJECT PHASE II

I. INTRODUCTION

Demographic Information:

Gary, Indiana, located at the southern tip of Lake Michigan, is the third largest city in Indiana with a population of approximately 140,000. Gary was once the steel capital of the world, and even today, the production of steel remains the major industry. Health and educational services provide the next highest sources of employment with two major hospitals, a mental health facility, 43 public schools, and an Indiana University regional campus with a full service medical school.

The public school system serves 26,442 children enrolled in 29 elementary schools, six middle schools, five high schools, a visual and performing arts center, a vocational/technical career center, and an alternative school. The student population is 94.3% African-American, 3.4% Hispanic, and 2% other. Forty-six percent of the students, district-wide, participate in the free lunch program.

Relevant History:

Our late state senator, Carolyn Brown Mosby, traveled with a select group of legislators to Japan to investigate joint economic ventures with firms in the United States, and later became a member of the U. S. - Japan Foundation. In 1988, our mayor, the Honorable Thomas V. Barnes, also traveled to Japan to establish economic linkages between Gary and Japan and other relationships including a sister-city. These efforts are still being exerted locally as other representatives travel and negotiate for such interaction.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	29	15,686		167	154		100	300	600
Middle/Jr. High	6	3,695					300	800	900
High School	8	6,545		149	63		100	300	800
TOTAL	43	25,926		316	217		500	1,400	2,300

II. GOALS OF THE PROJECT

Primary Goals:

1. To internationalize the curriculum by building an awareness of Japan's history, culture, and influence in world affairs.

2. To provide training and opportunity for teachers to develop creative teaching units to be replicated and integrated into the total curriculum.

3. To infuse the study of the Japanese language into the curriculum at all grade levels, based upon our commitment to global education, in general, and to the strong interest in Japan, specifically.

Secondary Goals:

1. The student will demonstrate an increased knowledge and understanding of the language and culture of Japan.

2. The student will participate in field study tours, culture seminars, and other hands-on activities related to the language and culture of Japan.

3. The student will show 90 percent mastery of the behaviors (19 for high school, 15 for elementary school) as listed on the Japanese Language Skills Evaluation Form.

4. The student will evaluate the changes in his/her attitude about the life and customs of Japan.

III. PROJECT TEAM

Original Team Leader:

Patricia J. Harris	**Assistant Director, Curriculum Services**
Background:	Ms. Harris has teaching experience in the social studies area and 28 years of experience in school administration. At the inception of the project, Ms. Harris was the supervisor of foreign languages.
Project:	Teaching lesson, entitled "Rules of Japanese Society," for integration into a unit on Japan for grade 7 (see page 149)

Current Team Leader:

Anne F. Thompson	**Supervisor of Foreign Languages**
Background:	Mrs. Thompson has 27 years of teaching experience in Latin, English, and speech and nine years of experience in administration, having served as Coordinator of Gifted Programs prior to the current assignment. Mrs. Thompson did not participate in the Earlham inservice or travel to Japan, but upon the promotion of Mrs. Harris, assumed responsibility for the Learning and Teaching About Japan project in the district.
Projects:	"Introduction to Japanese Language Program," a design for instituting Japanese language studies in a large urban school system without disturbing the scope and sequence of the existing foreign language program (see pages 126, 143, 166) "Learning and Teaching about Japan Day," a design for infusing interest and knowledge of Japan to middle school students (see page 157)

"Study Alternative International Languages (S-A-I-L)," a summer program for internationalizing the curriculum for grades 2-8 by teaching the languages of Arabic, German, Japanese, and Russian (see pages 121, 139)

Team Members:

Jenell W. Joiner — **Elementary Teacher, Grade 1**

Background: Ms. Joiner has 25 years of experience in teaching kindergarten and the lower elementary grades. Even though she was not with the original team, Ms. Joiner's interest in learning about other cultures led her to participate in a later workshop at Earlham and develop a teaching unit.

Project: Teaching unit for grade 1 entitled "Using Japan and the United States as Models to Teach Global Awareness" (see page 118)

John Kachur — **Elementary Teacher, Grade 5**

Background: Mr. Kachur has 30 years of experience in teaching elementary students and in teaching adults through the GED program and adult basic education. His work with the Latin American Family Education Program in Gary has taught him to be a "student-of-the-world."

Project: Teaching unit for grades 5-12 entitled "Shinto and Buddhism: Beliefs and Architecture of These Two Great Faiths" (see pages 129, 145, 168)

Barbara L. Taliaferro — **High School Teacher, Social Studies**

Background: Ms. Taliaferro has 28 years of teaching experience in history, geography, and ethnic studies. As chairman of the social studies department, Ms. Taliaferro has had an opportunity to effect curricular changes in the department.

Project: Instructional materials, entitled "Western Influence on the Japanese Family," to be integrated in teaching units on Japan for grades 5-8 and 10-12 (see pages 128, 145, 168)

Sara H. Nelson **High School Teacher, Spanish**

Background: Throughout her 30 years of teaching English and Spanish, Ms. Nelson has been interested in international languages and culture. Her experiences have included teaching English to speakers of other languages.

Project: Introduction to a teaching unit for grades K-12 entitled "Shinto Mythology" (see pages 113, 134, 160)

Frankie W. McCullough **High School Teacher, French**

Background: Ms. McCullough has 50 years of experience teaching speech and drama and 5 years as a speech therapist. She has experience in curriculum planning and development for regular and gifted and talented students.

Project: "Japanese Culture Infused Into Foreign Language Classes," a learning packet of activities which any language teacher can use for introducing Japanese culture (see pages 113, 133, 159)

Robert E. Redding **Media Specialist, High School**

Background: Mr. Redding has 15 years of experience as a media specialist.

Project: Teaching units, entitled "Three Major Periods in Japanese History: Classical, Feudal, Modern," to encourage the inclusion of Japan in the social studies curriculum for grades K-12 (see pages 114, 134, 160)

Japanese Language Teacher

Mark H. Silver

Background: Mark Silver was born in Japan of American parents. Having spent some early elementary as well as college years in Japan, he is fluent in the Japanese language. In 1987, he graduated magna cum laude from Haverford College, Pennsylvania, with a major in English. Mr. Silver has taught English to Japanese students and to English teachers in Japan in a rural, mountain village in Iwate Prefecture. Teaching Japanese to American students in an urban setting is completing a broad educational experience for Mark.

IV. INTERNATIONAL EDUCATION CURRICULUM

Course Offerings:

Elementary: Thirty-four weeks of instruction in the Japanese language and culture: 17 weeks during the first semester and 17 during the second. It is taught at two elementary schools for thirty minutes, two days per week and has a strong cultural/arts component.

Middle/Jr. High: Consists of two "Japan Day" culture conferences. Presenters with expertise in Japanese language/culture provide sessions of special interest to students. Topics include traditional and modern Japan, Japanese mythology, origami, ikebana, aikido, karate, Japanese costumes, Japanese foods, haiku poetry, and introduction to Japanese language. During 1989-90, two middle schools were involved; currently, two more middle schools are involved, and this rotating schedule will be continued until a Japanese language/culture course is integrated into the middle school curriculum.

High School:

Introduction to Japanese/Developmental Reading
(for ninth-grade students with stanines of 7, 8, 9)
Students will take Japanese for one hour 2 days each week and Developmental Reading on the remaining days.
French III/Japanese or French IV/Japanese
Spanish III/Japanese or Spanish IV/Japanese
(Honors students may enter this program at Level II.)
Selected students enrolled in the Level III French and Spanish study, separately, French or Spanish three days a week and, combined, are scheduled into Japanese class two days a week.

Curriculum Developed:

Elementary:

Japanese culture unit is infused into the first grade curriculum.

Middle/Jr. High:

Introduction to Japanese

High School:

Japanese culture activities are infused into the curriculum of social studies, language arts, foreign language, and art.
Japanese culture is infused into the French curriculum.

V. *STAFF DEVELOPMENT*

Learning and Teaching About Japan team members jointly provided workshops for the Gary Board of School Trustees and for corporation teachers-at-large at the American Federation of Teachers annual staff development, Institute Days. PTAs of various elementary schools have invited them in to discuss their travels and the significance of a global curriculum. Members of the Japanese Language Advisory Board with expertise in certain areas of Japanese language or culture have provided seminars for middle school students. Our Japanese language teacher is providing preservice assistance to the teachers of Japanese for the special summer program, S-A-I-L (Study Alternative International Languages), for elementary school children.

VI. ENRICHMENT AND COMMUNITY COMPONENTS

In June of 1989, twenty-five secondary educators from the Japanese Ministry of Education came for a three day visit to the Gary Community School Corporation. Indiana University Northwest has offered continuing education courses in conversational Japanese. The mayor's administrative staff is currently working on the information and guidelines for establishing a Japanese sister-city relationship.

VII. OUTREACH ACTIVITIES

The Learning and Teaching About Japan team members have given presentations for civic and community groups. The administrator of the group is a member of the Japan Society of Chicago and has shared with Chicago citizens in-depth information about the program in Gary. A Japanese intern has been available for the 1990-91 school year. The language program has been publicized in the April 21, 1989 issue of The Japan Times, in the Forum, the newsletter of the U. S. - Japan Foundation and in the Hitachi Foundation publication. Local newspapers and radio stations have featured the Japanese language program.

VIII. ADVISORY BOARD

***Total Members:* 23**

1	Mayor's Administrative Assistant
1	First Lady of the City (a community activist in promoting cultural projects)
1	President of the NAACP
1	Executive Director of the Urban League
1	Executive Director of the Gary Chamber of Commerce
3	Executive Directors of the Gary Community School Corporation
1	Assistant Director of Curriculum Services
1	Administrator of Gifted Programs
1	Supervisor of Social Studies
6	University Personnel
1	Newspaper Publisher
2	Businessmen
3	Teachers

The two main purposes of the advisory board are:

1. To assist in setting a climate within the school community and the community-at-large to accept and assume ownership for the Japanese language curriculum addition.
2. To assist in reviewing, evaluating and adjusting the program design.

IX. EVALUATION OF THE PROJECT

Dr. Larry Cross, evaluator for the Gary Community School Corporation, carried out an extensive evaluation of the Japanese Language and Culture Program. To date, approximately four hundred students have completed questionnaires concerning the Japanese studies program, five field study opportunities have been provided, 33% of the high school students received a grade of "A" for the first semester, 79% of the students received grades of "C" or better. The number of requests received from parents and teachers across the city (which we are unable to fulfill at this time) who want children enrolled in the Japanese program gives strong evidence of the positive attitudes which exist in the schools and community.

GREENCASTLE COMMUNITY SCHOOL CORPORATION

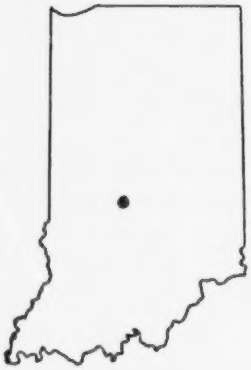
522 Anderson Street, Miller Education Center, Greencastle, Indiana 46135
Telephone: 317-653-9771

SUPERINTENDENT:	Gary K. Druckemiller	**COUNTY #**	67
		CORPORATION #	6755
CONTACT PERSON:	Janett Boling		
ADDRESS:	522 Anderson Street Miller Education Center Greencastle, Indiana 46135		
TELEPHONE:	317-653-9771		

PROJECT PHASE I

I. INTRODUCTION

Demographic Information:



The Greencastle Community School district is located in West Central Indiana about 5 miles north of US 40, midway between Terre Haute and Indianapolis. The population of the city of Greencastle, the county seat, is about 9,000. The rest of the district is composed of Greencastle Township, surrounding the city and Madison Township with an additional 1,000 residents, just west of the city. The two townships encompass 72 square miles.

The city is the home of DePauw University, which brings many cultural and global speakers and events to the community as well as temporary or permanent residents from other lands. New Japanese industry has recently brought approximately 12 Japanese families and as many Japanese speaking children into the public schools.

There are currently 1,950 students, of which 1,890 are Caucasian, enrolled in the corporation. About 18% of the students participate in the free lunch program. The corporation has one high school (grades 9-12), one middle school (grades 6-8), and 3 small elementary schools (grades K-5).

Relevant History:

Since the demise of the town's largest industry, a rather large IBM installation, the town has acquired seven new industries, four of which are Japanese-related. The school corporation was in the process of applying for the Learning and Teaching About Japan project when IBM announced plans to close. The town's business community eagerly supported the application.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	3	932				250	250	250	250
Middle/Jr. High	1	451					150	150	150
High School	1	543		10		25	35	50	50
TOTAL	5	1926		10		275	435	450	450

II. *GOALS OF THE PROJECT*

Primary Goals:

1. To internationalize curriculum by giving greater attention to Eastern nations.
2. To better prepare students to participate competitively and knowledgeably in a world economy.

III. *PROJECT TEAM*

Team Leader:

Janett Boling — **Assistant Superintendent**

Background: Ms. Boling taught English and French at the middle school level for two years and has spent 23 years in administration. She is deeply interested in adding courses to the curriculum to help students to be able to function in a world economy.

Project: Community presentation for K-12 and adults entitled "Teaching and Learning About Japan" (see pages 116, 137, 163, 182)

Team Members:

Florence Harlan — **Elementary Teacher, Grade 2**

Background: Ms. Harlan has taught at the primary level, including Headstart, kindergarten, grades 1 and 2, for 18 years. She has traveled extensively and has always taught about Japan in her classroom.

Project: Teaching unit for grades 1-5 entitled "Learning and Teaching About Japan" (see page 118)

Robert Berry — **Secondary Teacher, Art**

Background: Mr. Berry has taught visual arts and history for 16 years. He has traveled throughout Europe studying western aesthetics and has a research background capable of assimilating eastern aesthetics into the secondary curriculum.

Project: Course to be integrated into the curriculum for grades 9-12 entitled "Japanese Aesthetics (Multi-Cultural Art History)" (see page 173)

Kathleen Fairfax **DePauw University Liaison**

Background: Ms. Fairfax served as a liaison between DePauw University and the Greencastle Community School Corporation. Ms. Fairfax is currently in the foreign service.

Japanese Language Teacher:

Gloria Kaemmer **High School Teacher, English and Japanese**

Background: Mrs. Kaemmer taught English as a foreign language to girls at the junior and senior high school (Iai Joshi Koto Gakko) in Hakodate, Hokkaido, Japan from 1952-1960. She was also the Visiting Professor of English at the Teachers' Training College of Hokkaido University. From 1952-1955, she studied Japanese language with a private tutor using the course of study recommended by the Naganuma Japanese Language School located in Tokyo completing her study at the Naganuma School in Tokyo. She holds a Masters' Degree with special emphasis in linguistics and has lived and taught in Japan and Africa giving her global understanding vital to the presentation of another culture. She holds an Indiana license to teach Japanese language.

Project: Semester course, "Japanese Literature," for grades 11-12 (see page 173)

IV. INTERNATIONAL EDUCATION CURRICULUM

Course Offerings:

Elementary: Flo Harlan serves as "curator" of the collection of artifacts and literature for use with elementary students. While not a course, additional experiences with "things Japanese" have been added to the curriculum. Both Mrs. Harlan and Mrs. Kaemmer have taught our elementary enrichment course, Friends With Japan, in our after school enrichment program. It continues to be popular.

Middle/Jr. High:	The curriculum has been enriched through social studies experiences. Our goal is to add a FLEX program to the middle school program which would include an introduction to Japanese culture and language.
High School:	Courses for academic credit toward graduation have been developed in: Eastern Art Japanese Literature Japanese Language

Curriculum Developed:

Elementary:	See above.
Middle/Jr. High:	Social Studies (currently being revised) Art will be revised.
High School:	Social Studies Visual Arts Literature Japanese Language

V. *STAFF DEVELOPMENT*

Inservice programs have been presented to teachers within the corporation on teaching materials kits, calligraphy, and other topics of interest to them. We have taken advantage of:

1. The ongoing assistance of Earlham College.
2. Indiana University East Asian Studies department hosts an annual Midwest Conference on Asian Affairs. We send teachers/administrators to sessions which are useful.
3. DePauw University has a monthly Asian Studies Coffee Hour with guests or speakers of national and international reputation. We are invited to attend.

VI. *ENRICHMENT AND COMMUNITY COMPONENTS*

"Welcome Home, Greencastle" is a community outreach program to ease the transition of new foreign residents. Its chairman is the wife of our mayor who lived in Japan as a child. Japanese mothers have generously donated their time, talents, and artifacts as they participate in classes, especially at the elementary levels. Our Japanese teacher has tutored both Japanese adults in English and Americans in Japanese language and culture. An ESL program has been added to the curriculum at all levels.

VII. *OUTREACH ACTIVITIES*

We have made over forty presentations of our projects throughout the community to civic, business, education, and citizen groups. We continue to respond to invitations.

VIII. *ADVISORY BOARD*

Total Members: **10**

1	Representative from Greencastle Development Center
1	Chairman of "Welcome Home" Committee
1	DePauw Professor
1	Japanese-born Housewife
1	Former Greencastle Mayor
1	School Administrator
3	Greencastle Classroom Teachers
1	Representative of Greencastle Industry

The advisory board supported our involvement in Learning and Teaching About Japan during the application process. They have been instrumental in the development of our ESL program and the "Welcome Home, Greencastle" outreach project.

IX. *EVALUATION OF THE PROJECT*

Success of the project has been measured by the number of participants involved. Student participation level has risen from 275 in 87-88 to 450 in 89-90 which represents 23% of the school population. Requests have been received for inservice, information for replication, and for programs. Several school corporations have visited or sought information about the project or various aspects of the program. Over forty speaking engagements have been made. Effectiveness of curriculum is evaluated by the staff of the various educational levels through the corporation's curriculum development procedures.

JOINT PROJECT OF THE SCHOOL CORPORATIONS OF TIPPECANOE COUNTY:

LAFAYETTE SCHOOL CORPORATION
TIPPECANOE SCHOOL CORPORATION
WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION

LAFAYETTE SCHOOL CORPORATION

Hiatt Administration Center
2300 Cason Street, Lafayette, Indiana 47904
Telephone: 317-449-3200

SUPERINTENDENT:	James A. Wagner	***COUNTY #***	79
		CORPORATION #	7855

TIPPECANOE SCHOOL CORPORATION

21 Elston Road, Lafayette, Indiana 47905
Telephone: 317- 474-2481

SUPERINTENDENT:	Richard Wood	***COUNTY #***	79
		CORPORATION #	7865

WEST LAFAYETTE COMMUNITY SCHOOL CORPORATION

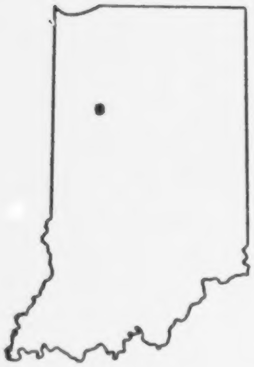
1130 North Salisbury, West Lafayette, Indiana 47906
Telephone: 317-743-9631

SUPERINTENDENT:	Thomas Fihe	***COUNTY #***	79
		CORPORATION #	7875

CONTACT PERSON:	Charlotte A. McGaw
ADDRESS:	Lafayette School Corporation Hiatt Administration Center 2300 Cason Street Lafayette, Indiana 47904
TELEPHONE:	317-449-3200 ext. 222

PROJECT
PHASES
I & II

I. *INTRODUCTION*



Demographic Information:

Tippecanoe County, with a total population of 129,590 residents, is located 60 miles northwest of Indianapolis. Its two major cities are Lafayette, with 43,570 residents, and West Lafayette, with 26,593 residents. Among the county's top employers are Purdue University, 8,021; Subaru-Isuzu Automotive, 1,800 and expanding; Eli Lilly, 1,450; Home Hospital, 1,412; Alcoa, 1,370; St. Elizabeth Hospital, 1,346; Lafayette School Corporation, 1,069; Fairfield, 1,023; Wabash National, 1,005; and Landis and Gyr, 945.

Fuji Heavy Industries and Isuzu Motors of Japan have constructed Subaru-Isuzu Automotive, Incorporated, a five hundred million dollar car and truck plant, in Tippecanoe County. This plant, has just expanded its production to include two shifts. We currently have approximately 60 children connected with families working for S. I. A. Ancillary firms, such as Kajima, the general contractor, and C. Itoh and Mitu, two large Japanese trading companies, are impacting on the school population also as these companies provide services for S. I. A.

Through the Indiana Department of Commerce, Purdue University works with the Targeted Industry Program. Since 1977, this program has attracted more than 20 Japanese firms to Indiana with the most recent emphasis on technical firms which manufacture electronics, compact audio disks, and automobiles.

The Agriculture Development Office at Purdue is involved with international programs in Taiwan; Kuala Lumpur; Teknolog, Mara; Indonesia; China; and Japan, as well as many other countries. The Indiana Council for Economic Education, based at Purdue University's Krannert Graduate School of Management, maintains successful liaisons with numerous Asian countries. Because of this community involvement, the public schools serve students from 68 countries; these students have 38 native languages.

Relevant History:

For years, the public schools in Tippecanoe County have tried to meet the diverse educational needs of the students who come from 68 different countries speaking 38 native languages. In addition to English as a Second Language courses in grades and buildings where there are high concentrations of foreign-born students, the public schools have tried to be responsive to all students' needs by promoting global education wherever possible.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	20	8,663				500	1,000	1,500	1,500
Middle/Jr. High	8	3,748	520	500	500	1,000	1,500	2,000	2,000
High School	4	4,780	100	110	87	1,500	2,000	2,500	2,500
TOTAL	32	17,191	620	610	587	3,000	4,500	6,000	6,000

II. *GOALS OF THE PROJECT*

Primary Goals:

1. For the three school corporations of Tippecanoe County to work cooperatively to meet the needs of the children of employees of S. I. A. and associated firms.
2. To promote global education and cultural awareness in the schools.
3. To foster community integration of the new arrivals from Japan.

Secondary Goals:

1. To foster cultural awareness in the community.
2. To promote cultural understanding.
3. To assist in the transition of Japanese nationals into our community.
4. To teach the Japanese language and culture in our schools.
5. To develop a sister city program with Japan.

III. *PROJECT TEAM*

Team Leader:

Charlotte A. McGaw

Assistant Superintendent
Lafayette School Corporation

Background: Ms. McGaw has taught high school English for seven years, has taught part time at Purdue, and has been a school administrator for ten years. With her background as a grant writer and her interest in anthropology, Ms. McGaw was a natural selection for the team leader from the Lafayette area. Ms. McGaw participated with Phase I.

Project: A teaching unit for students in grade 12 and adults entitled "The Performing Arts of Japan: From Miyako Odori to Butoh" (see page 179, 187)

Note: If anyone is interested in Japanese music and the performing arts, Ms. McGaw has an extensive library of resources.

Team Members:

Charles R. Banning

Assistant Superintendent
West Lafayette Community
School Corporation

Background: Mr. Banning, a social studies teacher for 8 years and an administrator for 22 years, has an active interest in Asia and has read widely about that part of the world. He had traveled in China, Japan, and Korea prior to the project. Mr. Banning participated with Phase I.

Project: A plan for an oriental garden, entitled "A Touch of the Orient in West Lafayette," to be enjoyed by all age groups (see pages 115, 136, 162, 181)

Judith A. Leill

Elementary Teacher, Grade 4
Lafayette School Corporation

Background: Ms. Leill, an intermediate teacher for 18 years, is very interested in Japanese culture, education, and language. Ms. Leill participated with Phase II.

Project: A teaching unit for grades 3-5 entitled "Using the Soroban" (see page 124)

Gretchen N. Paprocki

Elementary Teacher, Grade 4
Tippecanoe School Corporation

Background: Ms. Paprocki, a teacher of grades 2 and 4 for 15 years, is also the elementary social studies department chair. Ms. Paprocki participated with Phase II.

Project: The integration of international perspectives, entitled "Providing a Healthy Environment in Japan," for grades 4-12 (see pages 126, 142, 166)

Jane Ganser

ESL Teacher, Elementary
West Lafayette Community
School Corporation

Background: Ms. Ganser participated with Phase I and has since left the West Lafayette Community School Corporation for Indianapolis.

Project: A prose description of Japanese festivals entitled "Japanese Festivals"

Carol J. Rew

ESL Teacher, Grades 5-12
West Lafayette Community
School Corporation

Background: Ms. Rew has been an elementary teacher, a remedial math teacher, and a special education teacher during her twenty years in education. Her position as a teacher of English as a Second Language places her in contact with the Japanese students in the community. Ms. Rew participated in Phase I.

Project: A paper about Japanese gardens for adults entitled "Gardens of Japan" (see page 189)

Raymond A. McGlothlin

High School Teacher,
Foreign Language
Lafayette School Corporation

Background: Mr. McGlothlin, chairman of the foreign language department, has taught German, Spanish, and English for 36 years. His position as chairman of the department made him a valuable addition to the project. Mr. McGlothlin participated in Phase II.

Project: A teaching unit for grades 1-12 entitled "The Traditional Japanese House" (see pages 120, 139, 164)

Orlan L. Siebenthal

Guidance Counselor
West Lafayette Community
School Corporation

Background: Mr. Siebenthal has taught junior high social studies for 23 years. He is currently the guidance counselor at the school. Mr. Siebenthal participated in Phase II.

Project: A teaching unit for grades 7 and 8 entitled "Three Days in Japan" (see page 153)

Kenneth L. Siekman

Director of Guidance, Grades 9-12
Tippecanoe School Corporation

Background: Mr. Siekman was a junior high school social studies teacher for 20 years and is now a school counselor. As Director of Guidance, he is involved in curriculum and in meeting new Japanese students. Mr. Siekman participated in Phase II.

Project: A teaching unit for grades 4-8 entitled "Learning About Japan: Similarities and Differences" (see pages 125, 142)

Tonia R. Butcher

Media Specialist, Grades 6-8
Tippecanoe School Corporation

Background: Ms. Butcher has been a teacher and media specialist for seventeen years. She has been involved in writing the grant proposal and in collecting materials. Ms. Butcher participated in Phase I.

Project: A teaching unit, entitled "Exploring the World Through Folklore," for grades 4-8 (see pages 125, 141)

Lauralee H. Foerster

Supervisor of Media Services
Lafayette School Corporation

Background: Ms. Foerster has been a media specialist and ESL teacher for 14 years and an administrator for two years. Ms. Foerster participated in Phase I.

Project: Slide show with realia for grades 1-8 entitled "Day in the Life of a Japanese Child" (see pages 119, 138)

Japanese Language Teachers:

Christopher Thompson

Background: Mr. Thompson grew up in Japan, graduated from Earlham with a B. S. in anthropology, and taught in Florida prior to teaching Japanese in Lafayette from 1988-1990. He accompanied Phase I and Phase II to Japan in the summers of 1987 and 1988. Chris is currently pursuing a master's and doctoral degrees at Champaign-Urbana while teaching in the lab school there.

Kumiko Sakata

Background: Born in Japan, Ms. Sakata graduated from Kinki University in Osaka, Japan with a bachelor's degree in business management. She has certificates from Japan to teach social science, business, Japanese culture and Japanese language. She spent a year in Dayton, Ohio, studying for and taking the TOEFL. She is currently teaching first, second, and third year Japanese at Jefferson High School.

Charles Andrews

Background:	Mr. Andrews was born in the U. S. and graduated from Emory University in Atlanta, Georgia, with a B.A. in anthropology. He taught Japanese in the Hiraizumi Township junior high school, nursery school, grade school, and a retirement center in Iwate Prefecture. Mr. Andrews is currently teaching first and second year Japanese language at Harrison and McCutcheon High Schools. Students from West Lafayette High School are transported to Harrison High School.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	English as a Second Language courses; units in Oriental art, geography, and geology; lessons on the soroban, Japanese folklore, Japanese culture, and Japanese language.
Middle/Jr. High:	A survey course for eighth grade students in two middle schools includes three weeks each of Spanish, French, German, Russian, and Japanese. A thirty-one chapter unit in seventh grade social studies covers the Asian region.
High School:	First, second, and third year Japanese language are being taught to students from all four public high schools in Tippecanoe County. Social studies courses in world history and world geography include units on Asia.

Curriculum Developed:

Elementary:	Units on the soroban, geography and geology of Japan, and Japanese folktales and folklore. A video on a day in the life of a Japanese child and an accompanying kit of Japanese materials.
Middle/ Jr. High:	Asian region unit for seventh grade social studies.
High School:	The program on the Japanese house has been incorporated into the Japanese language class and shared with the drafting and building trade classes at the high school. The project on Japanese theatre has been used in English and drama classes. The way Japanese students make decisions has been taught in independent living and social studies classes. The plan for a Japanese garden has been used in social studies and agriculture classes.

V. STAFF DEVELOPMENT

With so many buildings in the three school corporations, inservice has been carried out building-by-building in most cases. Some corporation-wide programs have been given, and all school boards have received inservice.

VI. ENRICHMENT AND COMMUNITY COMPONENTS

The International Center, Purdue University, the YWCA, etc. offer Japanese language classes. Japanese cooking classes are provided at the Eight Mice. Purdue University's Continuing Education Department had a year-long program in 1989-90 with many types of Japanese-oriented activities.

VII. OUTREACH ACTIVITIES

Numerous presentations have been made to civic and business groups since the inception of the program. Plans for the 1990-91 school year include additional sharing of ideas and materials with the community; another exchange program of educators between sister city, Ota, Japan, and the Lafayette community; and hosting students from Utsunomiya.

VIII. *ADVISORY BOARD*

Total Board: **25**

1	Professor from Purdue University
1	Director of Greater Lafayette Progress
1	Director of Indiana Economic Council
1	Director of the International Center
1	Longtime Resident of Japan
1	Member of the Real Estate Board
1	Representative from Benton Community Schools
2	Elementary Principals who participated in the Teacher exchange with Ota, Japan
2	Japanese Language Teachers
11	Team Members
1	Teacher from the Lafayette Adult Reading Academy who participated in the Teacher Exchange with Ota, Japan
1	Representative from Subaru-Isuzu Automotive
1	Elementary Teacher who participated in the Teacher Exchange with Ota, Japan

The advisory board meets monthly during the school year to plan upcoming events, to work on the curriculum, and to discuss how, we as individual members, can assist the community. The goals of the advisory board are to promote and assist with the six goals established for the Tippecanoe County involvement in this project. The advisory board has sponsored a presentation by an economist brought in with the Japan Caravan and the Kurosawa Koto Ensemble; has helped with the Purdue University Japanese Festival, with the exchange students and teachers, and with cultural understanding in the community; and has hosted a party for Subaru-Isuzu and Kajima employees.

IX. *EVALUATION OF THE PROJECT*

Evaluation of the project is ongoing. For some aspects of the program, it is very informal, while for others, such as Japanese language, it is both formative and summative. Student reactions have been sampled and materials revised. Progress has been made on each of the goals established.

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP

9301 East Eighteenth Street, Indianapolis, Indiana 46229
Telephone: 317-898-5935

SUPERINTENDENT: Douglas W. Otto
CONTACT PERSON: Betty S. Poindexter
ADDRESS: 9301 East Eighteenth Street
Indianapolis, Indiana 46229
TELEPHONE: 317-898-5935

COUNTY # 49
CORPORATION # 5360

PROJECT PHASE III

I. *INTRODUCTION*

Demographic Information:

MSD Warren Township, with a population of 84,000, is located in Eastern Marion County. While it is included as a part of the municipal services of the city of Indianapolis, the school system is separate and independent from the Indianapolis Public Schools. Warren Township has both urban and rural areas within its boundaries. There are a variety of industrial and service jobs available including Ford Motor Company, NAVISTAR, and Jenn-Air along with large shopping centers. The unemployment rate is 4.5%. There are no Japanese owned industries in the community; however, a Japanese plant, to be built in Hancock County (adjacent), is expected to have an impact on the community.

The MSD Warren Township serves an area of approximately 100 square miles. A total of 9,178 students attend the 10 elementary buildings, two junior highs, and one high school. In addition, the Walker Career Center and Warren Performing Arts Center serve the students of Warren Township and surrounding counties. The student population is 77% Caucasian, 22% Black, and 1% other ethnic groups. Nineteen percent of the students, district-wide, participate in the free lunch program

Relevant History:

In the last 15 years, Warren Township has changed from being a strong industrial based economy toward a service based economy.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	10	5,072						100	100
Middle/Jr. High	2	2,112						150	150
High School	1	1,994			39				39
TOTAL	13	9,178			39			250	289

II. GOALS OF THE PROJECT

Primary Goals:

1. To broaden the curriculum by adding a non-traditional language.
2. To strengthen the knowledge of the students and community members about the international economy.

Secondary Goal:

1. To develop a scope and sequence for the inclusion of units of study and/or entire semester courses in art, music, science, literature, social studies, or foreign language with a special focus on interdisciplinary teaming to develop units of study.

III. PROJECT TEAM

Team Leader:

Thelma Wyatt — **Elementary Principal**

Background: Mrs. Wyatt taught at the elementary level for 16 years, was Director of Home/School Relations for over two years, and is currently an elementary principal.

Project: Assisted team member, Linda Mahan, with the enrichment program, "Japan: Experience the Culture" (see pages 110, 131)

Team Members:

Linda D. Mahan — **Elementary Teacher, Grade 4**

Background: Ms. Mahan has 20 years of experience as an elementary teacher. Her social studies and curriculum writing experience has been valuable to the project.

Project: Multi-faceted enrichment program for grades K-6 entitled "Japan: Experience the Culture" (see pages 110, 131)

Virginia F. Bohnenkamp — **Elementary Teacher, Grades 5/6 Gifted**

Background: Ms. Bohnenkamp has 17 years of experience teaching in grades 5 and 6.

Project: Integrated teaching unit and resources, entitled "A Trip to Japan," for grades 5-8 (see pages 128, 144)

John W. Allen **Middle School Teacher, Social Studies**

Background: Mr. Allen has taught social studies at the junior high level for 16 years. His interest and experience in global studies, economics, and curriculum development have made him a valuable member of the team.

Project: Teaching unit for grades 7-8 entitled "Trade Between Indiana and Japan" (see page 151)

Harry E. Preston **High School Teacher, Latin and Japanese**

Background: Mr. Preston has been teaching at the high school level for 20 years. He has taught Latin, etymology, and computer mathematics. Since the Earlham project, Mr. Preston has continued his formal study of the Japanese language and culture at IUPUI. In addition, he will study Japanese literature at Ball State and go to Sapporo University in Japan to study Japanese.

Project: An international exchange program between students in grades 7-12 entitled "Developing a Cultural Connection Between High School Students" (see page 157, 172)

Japanese Language Teacher :

Harry E. Preston

Background: (See background given above.)

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	In addition to the all school program of cultural exchange, Japanese language and culture (1) is offered in enrichment classes in grades 4, 5, and 6, (2) is integrated with other curriculum content at grade 4, and (3) is taught integratively (literature, culture, geography, history, science, art, music, P.E., and language arts) as a unit of study in the 5/6 gifted classes.
Middle/Jr. High:	A unit of study that focuses on problems and progress influencing trade between Indiana and Japan is included in the curriculum.
High School:	The curriculum enhancement at the high school via "cultural connections" between high school students has been cumbersome. A new start is in the planning stage. However, two sections of the Japanese language are being taught in the 1990-91 school year.

Curriculum Developed:

Elementary:	Traveling exhibits (artifacts and slides) and a children's literature collection now support the new curriculum.
Middle/Jr. High:	In addition to all listed above, the resources to support internationalizing of the curriculum are in place - videos, books, newspapers, slides, and guest speakers.
High School:	Japanese language curriculum

V. *STAFF DEVELOPMENT*

One teacher has continued his study of the Japanese language and returned to Japan in 1990 for additional study. Warren Township was host to a team of Japanese educators for one week; these educators participated in the district's instructional program K-12.

VI. ENRICHMENT AND COMMUNITY COMPONENTS

After school students in grades 4-6 participate in a class called Ahh Soo! Japan: Language and Culture. The class, which tours Japan with a close-up look at people, homes, foods, games, and sports, develops an appreciation for likenesses and differences among people of a different culture.

VII. OUTREACH ACTIVITIES

During 1990-91, the teachers in the project are participating in a local speaker's bureau and, upon invitation, will speak to civic or business groups. The high school newspaper has featured articles on Japanese culture and the experience of the Warren team members. Through the adult evening school, Warren will offer Introduction to Japan, a class for students and/or community members, in the fall of 1990.

VIII. ADVISORY BOARD

***Total Members:* 20**

6	Business People (inc. 5 native Japanese)
1	College Professor
1	Board Member
3	Central Office Members (inc. superintendent)
5	Teachers
1	Foreign Language Department Chairperson
3	Principals (1 elementary, 2 secondary)

IX. EVALUATION OF THE PROJECT

The evaluation to date has been by student demonstration of concepts, knowledge, and skills in units taught. In addition, "inputs" have been used to evaluate the project - teacher and student participation in all school programs of cultural exchange, the number of students participating in the after school enrichment class in Japanese culture, two sections of Japanese language on the schedule for high school students in the fall of 1990, and a functioning Japanese Advisory Committee for the school district.

MT. PLEASANT TOWNSHIP COMMUNITY SCHOOL CORPORATION
700 East Smith Street, Yorktown, Indiana 47396
Telephone: 317-759-8230

SUPERINTENDENT: Jerome M. Secttor
COUNTY # 18
CORPORATION # 1910
CONTACT PERSON: Barbara Underwood
ADDRESS: 700 East Smith Street
Yorktown, Indiana 47396
TELEPHONE: 317-759-8230

PROJECT PHASE III

I. INTRODUCTION

Demographic Information:

Yorktown is located in Mt. Pleasant Township in Delaware County in east central Indiana. Yorktown is a small town/rural/suburban community. The township is adjacent to Muncie and is greatly influenced by Ball State University which is the largest employer in the county.

The economy of Delaware County has been closely tied to the automobile industry. In recent years, the business/industry base has diversified to include several small industries. In February, 1990, the unemployment rate for Delaware County was approximately six percent. Currently, there are no Japanese-owned industries, but many local companies regularly transact business with Japanese firms.

The school corporation enrolls 1,966 students in two elementary buildings, one middle school, and one high school. The student population is mostly Caucasian. Eight percent of the students participate in the free lunch program.

Relevant History:

The economy of Mt. Pleasant Township has been greatly influenced by the automobile industry. The international community and the emphasis of Ball State University on international education provides a good support base for our efforts.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	2	876						450	450
Middle/Jr. High	1	490			160			25	160
High School	1	600			37			200	150
TOTAL	4	1,966			197			675	760

II. GOALS OF THE PROJECT

1. To prepare students to live and work in a global society.
2. To improve the students' historical and geographical knowledge.
3. To increase the emphasis on international economics.
4. To strengthen efforts to begin formal foreign language training at the middle school and to provide introductory language study at the elementary level.

III. *PROJECT TEAM*

Team Leader:

Barbara A. Underwood	**Assistant Superintendent**

Background: Dr. Underwood has 10 years of teaching experience in secondary science and teacher education at the college level. She has been a school administrator for 8 years and, currently, coordinates and administers curriculum development and implementation.

Project: Slide presentation entitled "Community Outreach" for the community about the project and the school corporation's efforts to internationalize the curriculum (see page 188)

Team Members:

Janet S. Guinn	**Elementary Teacher, Arts/Crafts**

Background: Ms. Guinn, who has 23 years of experience in teaching arts and crafts at the elementary level, is experienced in writing enrichment curriculum. As a special teacher, she works with every student in her building weekly.

Project: Slides, artifacts, and lecture, entitled "Aesthetics in Japanese Everyday Life," for grades 2-12 and adults (see page 122, 141, 165, 184)

Patricia D. Helms	**Secondary Teacher, Grades 7-12**

Background: Ms. Helms has taught history and English at the middle school and high school level for 21 years. Her knowledge and experience in the humanities and with middle school students provided a balance on the team.

Projects: Unit, entitled "Integrating Government, Economics, Business, Trade of Japan Into U. S. and World History," for grade 7 (see page 150)

Unit of study on peace, entitled "Choices: A Unit of Study on Nuclear Power," for grades 11-12 (see page 176)

Glen A. Nelson **High School Teacher, Science**

Background: Mr. Nelson has 15 years of experience in teaching various areas of science at the high school level. He is active in innovative methods of student involvement.

Project: Unit for grades 9-12 entitled "Land Utilization" (see page 174)

Rocco Fuschetto **High School Teacher, Foreign Language**

Background: Mr. Fuschetto, who has 16 years of teaching experience in Spanish and French, also speaks Italian.

Project: "Teaching Units: Geography, Gestures and Sounds, School Day" for grades K-12 (see pages 112, 133, 159)

Japanese Language Teacher:

Chihoko Wake

Background: Mrs. Wake was born in Japan where she earned a B. A. degree in European History from Sacred Heart University in Tokyo, a B. A. degree in English Literature from Nihon University in Tokyo, and an M. A. degree in Japan Area Studies from Hiroshima University. Mrs. Wake taught social studies, English, and Japanese to high school students and adults in Japan. During the 1989-90 school year, Mrs. Wake was an instructor of Japanese language and culture at Ball State University. She also taught in the Governor's Honors Program at Valdosta State College in Georgia during the summer of 1990.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	
Grades K-2:	All students participate in an interdisciplinary global studies unit for four to six weeks. Each classroom studies a country of its choice, with an emphasis on culture, language, history, geography, and fine arts.
Grades 3-5:	Social studies curriculum includes world geography and history.
Middle/Jr. High:	The social studies curriculum in grades seven and eight includes world history and geography. Elective exploratory foreign language classes are offered in grades 6-8.
High School:	International education is part of the curriculum in most social studies classes. Spanish - 4 years German - 4 years Japanese - 1 year

Curriculum Developed:

Elementary:	Unit on Japanese language and culture for all second grade students Unit, "Aesthetics in Japanese Everyday Life" for second grade art classes
Middle/Jr. High:	Six-week language and culture program in Japanese for grade 6
High School:	Japanese Language - Level I

V. *STAFF DEVELOPMENT*

The Learning and Teaching About Japan team conducted two workshop for school staff. At the elementary level, additional workshops and resource sharing has taken place.

VI. *ENRICHMENT AND COMMUNITY COMPONENTS*

VII. *OUTREACH ACTIVITIES*

1. Presentations for parent and community groups
2. Brochure has been developed and distributed to individuals and groups.
3. Press coverage
4. Kurosawa Koto Ensemble from Morioka, Japan, has presented workshops for high school students and concerts for elementary students.

VIII. *ADVISORY BOARD*

***Total Members:* 14**

1	Ball State University Foreign Language Faculty Member
1	Member of Chamber of Commerce - Vice President of Economic Development
1	Business Person
1	Member of School Board
1	Community Member who has lived in Japan
1	Parent
1	Local Government Official
1	Member of Service Organization
4	Teachers
2	Students

The advisory board provides information about perceptions, attitudes, and needs regarding international education from various sectors of the school and community as well as information about community resources available to enhance the development and implementation of the project. The advisory board has also identified, supported, and participated in the outreach activities designed to increase public support and awareness of the project.

IX. EVALUATION OF THE PROJECT

Evaluation of the goals has been accomplished in two ways. The team initially determined that baseline information was needed. A needs assessment questionnaire was distributed to all teaching staff. The results of this questionnaire provided information about the status of current efforts in international education and identified curriculum and program needs.

The goals of the project are tied with major curriculum evaluation and revision efforts. Foreign language curriculum was developed during the 1989-90 school year and implemented in the fall of 1990. The social studies curriculum will be revised and developed during the 1990-91 school year.

RUSHVILLE CONSOLIDATED SCHOOLS

Eighth and Jackson Streets, Rushville, Indiana 46173
Telephone: 317-932-4186

ACTING SUPERINTENDENT: Suellen Kinder Reed
COUNTY # 70
CORPORATION # 6995
CONTACT PERSON: Suellen Kinder Reed
ADDRESS: Eighth and Jackson Streets
Rushville, Indiana 46173
TELEPHONE: 317-932-4186

PROJECT PHASE III

I. INTRODUCTION

Demographic Information:

Forty-four buses, traveling approximately 2,600 miles each day, deliver the 3,000 students enrolled in the six buildings of Rushville Consolidated Schools. The school corporation serves a county-wide population of 19,500 people with approximately 7,000 of that number residing in the city of Rushville. There are four K-6 buildings, one junior high school, and one high school in the school corporation. Most of the school population is Caucasian with 0.9 percent Black and 0.6 percent Japanese. Fifteen percent of the students participate in the free lunch program.

Rushville is primarily a farming community with some light industry. Fujitsu Ten, which is a Japanese owned manufacturing plant, and INTAT, which is a joint Japanese-American business, have moved into the community within the past five years.

Relevant History:

Wendell Willkie, who was the 1940 Republican party nominee for President of the United States, made the Durbin Hotel in Rushville his campaign headquarters. Though defeated by Franklin D. Roosevelt, Willkie was sent by Roosevelt on a 49-day goodwill mission in 1943. Willkie wrote of his trip in a book entitled One World. Willkie is buried in East Hill Cemetery in Rushville. The "One World" concept was incorporated into the project.

School Population

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	4	1,544						1,000	1,000
Middle/Jr. High	1	515			25			100	250
High School	1	946			41			100	100
TOTAL	6	3,005			66			1,200	1,350

II. *GOALS OF THE PROJECT*

1. To help the community better understand and appreciate the new Japanese families who are moving into Rushville
2. To begin a Japanese language class
3. To make the curriculum more international in scope

III. *PROJECT TEAM*

Team Leader:

Suellen Kinder Reed **Assistant Superintendent**

Background: Ms. Reed has 10 years of experience in teaching social studies in grades 5-12 and 12 years as a school administrator. With a personal interest in global education, she has traveled to Europe, Singapore, and the USSR and shared her experiences with students.

Project: A unit of study for grade 7 entitled "Learning About Japan" (see page 150)

Team Members:

Sandra A. Duddy — **Elementary Teacher, Grade 1**

Background: Ms. Duddy, who has 29 years of experience teaching kindergarten and grades 1 and 2, had the first Japanese student in the Rushville system in her classroom. She believes strongly in exposure to other cultures.

Project: A teaching unit for grades K-3 entitled "Learning About Japan: Primary" (see page 109)

Mark D. Stanley — **Middle School Teacher, Grade 6**

Background: Mr. Stanley has 13 years of teaching experience as an elementary teacher and 12 years as a music teacher in grades K-6. His experience with different age groups and curriculum areas makes him a valuable member of the team.

Project: Teaching unit to be integrated into the music education program for grades 1-6 entitled "An Exploration of Japanese Music Education" (see pages 119, 138)

Elizabeth Alene Roberts — **Secondary Teacher, English and Japanese**

Background: Ms. Roberts, with 6 years of teaching at the middle school and high school level, is interested in the inclusion of global studies in the school curriculum and in teaching the Japanese language.

Project: Development of resources for history, English, and Japanese language courses for grades 9-12 entitled "Japan: Its Culture and Its People" (see page 175)

Kathy Wright **Media Specialist, Elementary Level**

Background:	Ms. Wright has 22 years of experience teaching grades 2-6 and junior high language arts. She is now completing her media specialist license.
Project:	Teaching unit with slide/tape presentation entitled "Japanese Food: A Distinctive Tradition" for grades 4-12 and adults (see pages 127, 144, 167, 185)

Japanese Language Teacher:

Elizabeth Alene Roberts

Background: (See background given on the previous page.)

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	Units of study, kits, slides, presentations
Middle/Jr. High:	Seventh grade unit Japanese language for grade eight
High School:	Japanese language World geography unit on Japan

Curriculum Developed:

Elementary:	Social studies curriculum revision is in progress. It will be completed by June of 1991.
Middle/Jr. High:	(same as above)
High School:	(same as above)

V. *STAFF DEVELOPMENT*

The Earlham project is our most significant effort to date. We have completed our individual projects and are completing the final stages of the curriculum project.

VI. *ENRICHMENT AND COMMUNITY COMPONENTS*

Japanese enrichment classes for elementary students have been held with the help of the mothers of Japanese students.

VII. *OUTREACH ACTIVITIES*

Presentations have been given to numerous civic, church, and school groups.

VIII. *ADVISORY BOARD*

***Total Members:* 14**

7	Teachers
2	Parents
2	Local Business People
3	Community Members

The advisory board is informed of what is being proposed and provides input and suggestions to the program. Since the advisory board represents many community interest groups, it benefits the entire project by providing needed communication. Members of the board assist with gathering information from the community, and they share the activities of the committee with the community at large.

IX. *EVALUATION OF THE PROJECT*

The Japanese language courses have been scheduled and 66 students have enrolled. A summer social studies curriculum writing workshop has continued into the school year. The goal is to prepare a more internationalized curriculum. A survey has been undertaken to assess needs. The results of the assessment will be prepared in chart form and shared with those working on the social studies curriculum.

SCHOOL CITY OF MISHAWAKA

1402 South Main Street, Mishawaka, Indiana 46544
Telephone: 219-258-3000

SUPERINTENDENT: Richard L. Brainerd

CONTACT PERSON: Robert D. Smith
ADDRESS: 1402 South Main Street
Mishawaka, Indiana 46544
TELEPHONE: 219-258-3000

COUNTY # 71
CORPORATION # 7200

PROJECT PHASE I

I. INTRODUCTION

Demographic Information:

Mishawaka is located in St. Joseph County which has a population of 245,000. Separated from South Bend only by streets, Mishawaka boasts close to 45,000 citizens and is located in the middle of a Michiana population area of more than three quarters of a million. The ethnic population of Mishawaka includes approximately one percent Black, one percent Hispanic, one percent Oriental, and ninety-seven percent Caucasian.

Major local industries include UniRoyal, LTV Aerospace and Defense, Miles Laboratory, Dodge Division of Reliance Electric, Wheelhorse Products Division of Toro Corp., and Burcliff Industries. The world's largest steel rolling mill, INTEK, a cooperative effort of Inland Steel (American) and Nippon Steel (Japanese) is located in western St. Joseph County. Unemployment rates run consistently between five and six percent.

The School City of Mishawaka serves most of the city with a total of 5,289 students enrolled in eight elementary schools, two junior high schools and one senior high school. In addition, 1,549 Mishawaka students attend seven parochial schools. Twenty-one percent of the students district-wide participate in the free lunch program. Over fifty percent of the district's graduates enter post secondary education. Located within a ten-mile radius are Notre Dame University, Indiana University at South Bend, St.Mary's College, Bethel College, and Holy Cross Junior College.

Relevant History:

Mishawaka participates in a sister-city relationship with Shiojiri, (Nagano), Japan. That relationship, which dates back more than thirty years, began with letters and art exchanges between two elementary schools. The program has expanded to include current exchanges between city governments, student exchanges, and adult visits. Several Japanese industries are located in St. Joseph County.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	8	2,915	100	50		300	500	550	550
Middle/Jr. High	2	843							
High School	1	1,531	39	62	94	200	250	300	300
TOTAL	11	5,289	139	112	94	500	750	850	850

II. GOALS OF THE PROJECT

1. To expand the community's involvement in international relationships.
2. To integrate additional units of international study into the existing curriculum .
3. To develop new courses of international study to be incorporated into the total curriculum
4. To emphasize to the students the importance of membership and participation in a world community.

III. PROJECT TEAM

Team Leader:

Robert D. Smith — **Assistant Superintendent**

Background: Mr. Smith, who has 16 years of teaching and 23 years of experience in administration, has participated in Mishawaka's sister-city activities and visited Japan in 1977.

Project: Videotape for grades 4-12 entitled "Japanese Life Style" (see pages 127, 143, 167, 185)

Team Members:

Jan W. Doi — **Elementary Teacher, Grade 4**

Background: Ms. Doi has taught grades 2, 3, and 4 for 15 years, and she has been interested in international education and curriculum development for many years. Her ability and willingness to share information with others has made her an asset to the team.

Project: Slide presentation with narrative script or videotape entitled "A Day in the Life" for grades 2-12 and adults (see pages 122, 140, 165, 184)

Richard D. Bottorff — **High School Teacher, Social Studies**

Background: Mr. Bottorff, who has 35 years of teaching experience in psychology, sociology, world religions, U. S. history and government, incorporates cross cultural content in the courses that he teaches.

Project: Videotape for grades 7-12 entitled "Hello, Morioka!" (see pages 155, 171)

David R. Robertson **High School Teacher, Social Studies**

Background: Mr. Robertson, as a social studies teacher for 38 years, taught international relations and world history. Mr. Robertson retired in 1990.

Project: Teaching unit for grade 12 entitled "Japan and the United Kingdom: A Comparison" (see page 178)

Sue A. Sommer **Media Specialist, Grades 9-12**

Background: Ms. Sommer has 17 years of experience in education in grades 7-12 with a background in social studies and library science.

Projects: Slide presentation for grades 3-4 entitled "Let's Be Friends" (see page 123)

Slide presentation for grades 7-10 entitled "The Shogun and the Ninja" (see pages 155, 170)

Slide presentation or video for adults entitled "Japan: The Earlham Way" (see page 189)

"A School City of Mishawaka Cultural Directory" which is a listing of local speakers (see pages 115, 135, 161)

Japanese Language Teacher:

Melissa Tull

Background: Ms. Tull has a Bachelor of Arts degree in international studies from Earlham College. She spent one year of foreign study at Waseda University in Tokyo and was a teacher of English for the Japanese Ministry of Education in Gifu prefecture.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	Saturday morning classes for fourth and fifth graders with instruction in language, geography, history, and culture. The culminating activity was a ten-day trip to Japan with an extended stay in Shiojiri, Mishawaka's sister-city
Middle/Jr. High:	
High School:	Japanese Language - Levels I, II, and III International Relations (Japanese unit) Religions of the World (Buddhism/Shintoism unit)

Curriculum Developed:

Elementary:	
Middle/Jr. High:	
High School:	Japanese Language - Levels I and II

V. *STAFF DEVELOPMENT*

1. Teacher attendance at foreign language and geography workshops
2. Participation in United Nations Day activities

VI. *ENRICHMENT AND COMMUNITY COMPONENTS*

1. Elementary language/culture program before school
2. Saturday classes
3. High school Japanese Club
4. Adult night-school class in Japanese language
5. Michiana Nihon Friendship Club
6. Japanese garden is part of the park system

VII. *OUTREACH ACTIVITIES*

1. Japanese dance recital (September 1988)
2. Kurosawa concert (April 1989)
3. Translations for businesses and the chamber of commerce
4. Numerous presentations to service clubs, PTA groups, educator workshops, and church groups

VIII. *ADVISORY BOARD*

Total Members: 13

2	Notre Dame Professors of Japanese Descent
2	Businessmen who have spent time in Japan
1	Person from City Government
1	Member of Chamber of Commerce
1	Housewife who speaks Japanese
1	Japanese Language Teacher
5	Team Members

The advisory board functions in an advisory capacity - staying informed of project activities, providing guidance in the development of the project, and assisting with outreach to the community.

IX. *EVALUATION OF THE PROJECT*

The Learning and Teaching About Japan project has resulted in the addition of instructional units of international study to the existing curriculum (International Relations, Religions of the World, elementary social studies), development and implementation of a Japanese language program at the high school, increased enrollment in foreign language courses, increased number of students involved in international education activities, and student visits to Japan and Germany.

SOUTH BEND COMMUNITY SCHOOL CORPORATION

635 South Main Street, South Bend, Indiana 46601
Telephone: 219-271-9667

SUPERINTENDENT: Monte R. Sriver
COUNTY # 71
CORPORATION # 7205
CONTACT PERSON: Alfred P. Large, Jr.
ADDRESS: South Bend Community School Corporation
Education Center
635 South Main Street
South Bend, Indiana 46601
TELEPHONE: 219-282-4075

PROJECT PHASE II

I. *INTRODUCTION*

Demographic Information:

The South Bend Community School Corporation serves the city of South Bend and several surrounding townships. With a current enrollment of 21,540 students in grades K-12, the corporation is one of the six largest school districts in Indiana. The district serves a diverse student population (28% minority) reflecting the cultural diversity of the community. It is composed of urban, suburban, and rural areas.

Twenty-five percent of the workforce is involved in manufacturing with many end products for the automobile industry. There is a growing service sector and the two large hospitals, four colleges and universities, and the school system are the major employers. The $900 million InTek Steel plant (a merger of Nippon and U. S. Steel) as well as the KoKoKu Wire plant are new Japanese industries which will provide a major boom to the South Bend economy. The South Bend unemployment rate was 4.5% last year for a population of 125,000.

Relevant History:

The South Bend community has lost many industries such as Studebaker, Torrington, Avanti, and South Bend Toy and now has primarily service industries. South Bend's Project Future, a county-wide economic development organization, is encouraging Japanese industries to locate here.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	24	11,868		summer 150	summer 150		300	400	1,020
Middle/Jr. High	5	3,087					200	200	360
High School	5	6,585		40	63		150	200	250
TOTAL	34	21,540		190	213		650	800	1,630

II. GOALS OF THE PROJECT

1. Attention will be expanded to international education including offering Japanese language instruction.
2. Students will acquire an awareness, respect, and appreciation of other cultures.
3. A community resource base will be established.
4. Resources for curriculum programs in the Far East will be acquired and developed.

III. PROJECT TEAM

Team Leader:

Alfred P. Large	**Director of Media Services**

Background: Mr. Large has seven years of teaching experience in grade 6 and 12 years in school administration. As the director of media services, he is in charge of the libraries in 36 schools and the film/video collection which is circulated to the schools.

Project: Videotapes and accompanying booklet entitled "Japanese Schools" and "Let's Tour Japan" for social studies unit on Japan for grade 6 (see page 146)

Team Members:

Nan (Mary Ann) Tulchinsky — **Elementary Teacher, Kindergarten**

Background: Mrs. Tulchinsky, who has 25 years of teaching experience at the elementary level and as a reading consultant, has had Japanese children in her classroom.

Project: Introductory lessons on Japan entitled "Enrichment Lessons for the Kindergarten Curriculum" (see page 109)

Johanna M. Leda-Starczewski — **Elementary Teacher, Grade 6 Gifted and Talented**

Background: Mrs. Starczewski has taught in the intermediate grades for 20 years. She is always willing to try new approaches and techniques in education.

Project: An investigative research project for adults entitled "Comparing and Contrasting U. S. and Japanese Education" (see page 188)

Michael P. Downs — **Middle School Teacher, Reading**

Background: Mr. Downs has 12 years of experience in teaching computer education, social studies, reading, and adult basic education. He has lived in Japan and hosted a Japanese educator who visited the South Bend schools.

Project: Teaching project for grades 7-8 entitled "Japanese Folk Tales" (see page 151)

Howard A. Wallace — **High School Teacher, English**

Background: Mr. Wallace has over eighteen years of experience teaching English at the middle school, high school, and college level. Mr. Wallace has studied and traveled in Japan and in other parts of the Far East, lived in Okinawa, and has hosted a Japanese exchange student.

Project: "An Instructional Unit of Japanese Literature for American High School Students" for grades 11-12 (see page 178)

Japanese Language Teachers:

Hideo Suzumura

Background: Hideo Suzumura was born in Gifu, Japan, and graduated from the Aoyama Gakuin University where he majored in English and American Literature. Mr. Suzumura taught English for nine years in Japan at both the high school and junior high school levels. He now has a limited license to teach Japanese in grades 5-12.

Monica Letoto

Background: Monica Letoto was born in Honolulu, Hawaii, and studied Japanese for four years at Kamehameha High School in Honolulu. She graduated from the University of Notre Dame where she majored in Japanese and economics and was a very successful tutor of Japanese in the Notre Dame Learning Resource Center. Ms. Letoto has a limited license to teach Japanese in grades 5-12.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary At grades 1, 2, 3, and 6, there are units on Japan in social studies. The L/T team made presentations to all sixth-graders to enhance their study on Japan. Haiku and some Japanese literature is introduced in the reading and language arts curriculum. Mr. Suzumura and Ms. Letoto present a social studies unit on Japan to all sixth grade students.

Middle/Jr. High: Social studies units at both the seventh and eighth-grades contain extensive study of Asian countries. French and Spanish are taught to 1,112 students. Mr. Suzumura presents a social studies unit on Japan in all five middle schools.

High School:	Japanese language instruction is available. Social studies, economics, and English classes incorporate Japanese materials into the curriculum. French, German, Latin, and Spanish are offered at all high schools. A Japan Club has been formed with students throughout the city.

Curriculum Developed:

Elementary:	Curriculum materials have been developed for kindergarten and grade six. Summer school offerings include studying the language and culture of Japan, Mexico, Germany, Italy, and Poland.
Middle/Jr. High:	An instructional unit has been developed for teaching Japanese folktales. Input was provided for guiding reading and language arts textbook adoptions to include an international mix of reading materials.
High School:	Japanese language curriculum. An instructional unit has been developed for teaching Japanese literature.

V. STAFF DEVELOPMENT

Inservice programs were conducted by the team at the regional ISTA conferences for any teacher in the northern section of Indiana interested in learning about Japan. Team members also presented building inservices to the faculties. A regional Learning and Teaching About Japan workshop will be conducted in South Bend to inservice teachers from numerous northern Indiana school corporations.

VI. ENRICHMENT AND COMMUNITY COMPONENTS

The advisory group created the Michiana Nihon Friendship Club which has held dances, dinners, Japanese language classes, and special presentations. The annual O'Bon festival at a Japanese wire factory attracts hundreds of people from the community.

VII. OUTREACH ACTIVITIES

Numerous presentations were given by the team to faculties, administrators, professional groups, and service organizations. Extensive newspaper, radio, and television coverage has publicized the project. Two large delegations of Japanese educators were hosted by the Learning and Teaching About Japan team and escorted throughout the school corporation and community.

VIII. ADVISORY BOARD

Total Members: **24**

4	Business Leaders
2	Government Officials
1	School Administrators from New Prairie School Corporation
2	Notre Dame Professors
2	I U - South Bend Professors
1	Japanese Language Teacher
7	South Bend Community School Corporation Administrators, including the Superintendent
5	Team Members

IX. EVALUATION OF THE PROJECT

Student enrollment in the Japanese language classes has risen from 40 students to 63 students showing interest for next year. Thirty students participate in the Japan Club formed by the language teachers. Requests from teachers for presentations in sixth-grade classes rose from 8 schools in year one to 12 schools in year two and to 15 schools in year three. The Michiana Nihon Friendship Club has met consistently since its inception in January of 1989, and membership is growing significantly: the mailing list is over 300. Significantly more learning resource materials are available to teachers about Japan and other countries.

SOUTH MADISON COMMUNITY SCHOOL CORPORATION

201 South East Street, Pendleton, Indiana 46064
Telephone: 317-778-2152

SUPERINTENDENT: Reggie Laconi

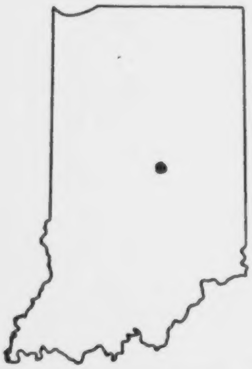
CONTACT PERSON: James E. Coyle
ADDRESS: 201 South East Street
Pendleton, Indiana 46064
TELEPHONE: 317-778-2152

COUNTY # 48
CORPORATION # 5255

PROJECT PHASE I

I. *INTRODUCTION*

Demographic Information:



The South Madison Community School Corporation is located in a predominantly rural community adjacent to a large automobile manufacturing city. Major employers in the area include the automotive industry, companies in Indianapolis, and the Indiana Reformatory. The school corporation is the single largest employer in the area.

The school district includes the town of Pendleton with a population of 2000. The towns of Markleville and Ingalls have populations of 500 each. Being primarily rural, 92 percent of the students are bussed to school. Total population of the district is approximately 14,000. The student population is primarily white Caucasian with a small percentage of Hispanic, Asian, and Black. Schools include two elementaries, one middle school, and one high school with a total enrollment of 3,201.

Relevant History:

Pendleton is located in an area close to the automotive industry. This industry has increased relations with Japanese automakers.

School Population:

LEVEL	TOTAL NO. OF SCHOOLS	TOTAL NO. OF STUDENTS	NUMBER OF STUDENTS IN JAPANESE LANGUAGE CLASSES			APPROXIMATE NUMBER OF STUDENTS IMPACTED BY THE PROJECT EACH YEAR			
	(1990-91)	(1990-91)	(1988-89)	1989-90)	1990-91)	(1987-88)	(1988-89)	(1989-90)	(1990-91)
Elementary	2	1,692					120	120	279
Middle/Jr. High	1	521	250	245	239		250	245	297
High School	1	988	15	35	25		15	35	25
TOTAL	4	3,201	265	280	264		385	400	601

II. GOALS OF THE PROJECT:

Primary Goal:

To provide students with opportunities to understand how differences can lead to complementary outlooks and goals to be shared by different cultures and people rather than lead to polarized objectives resulting in destructive pursuits.

Secondary Goals:

1. To acquire an understanding and appreciation of other cultures by comparing cultures, behaviors, and values of people from various areas of the world.
2. To acquire knowledge about the politics, history, geography, literature, and arts of other societies.
3. To acquire skills needed to communicate effectively with others.

III. PROJECT TEAM

Team Leader:

Charles L. Mock	**Superintendent**
Background:	Dr. Mock has five years of teaching experience and 30 years in administration. Dr. Mock was superintendent at the beginning of the project and retired in 1990.
Project:	Curriculum for Cultural Studies and Japanese in the middle school and high school for grades 7-12 (see pages 156, 171)

Team Members:

Mary J. Baker	**Elementary Teacher, Grade 6**
Background:	Ms. Baker has 24 years of teaching experience in elementary and middle school level social studies, health, physical education, reading, and math. She has an intense desire to learn more about other peoples of the world.
Project:	Teaching unit entitled "Learning About Japan" for grade 6 (see page 147)

William R. Gale	**Middle School Teacher, Language Arts**
Background:	Mr. Gale's 25 years of teaching experience in language arts and English as a second language as well as his extensive travel have made him a valuable member of the South Madison team.
Project:	A one-semester course, "Nuclear or Cultural Fusion," for grades 7-8 (see page 152)

Patricia B. Phelps | **High School Teacher, Spanish**

Background: Ms. Phelps has 27 years of experience in teaching English and Spanish at the high school level. As foreign language department chairperson, Ms. Phelps has the responsibility for developing the foreign language exploratory program at the middle school level and incorporation of the Japanese program at the high school.

Project: Curriculum entitled "Foreign Language Exploratory Program" for introductory language program for grades 7-8 (see page 153)

Japanese Language Teacher:

Hiromi Hashida

Background: Ms. Hashida, a native of Japan, is a graduate of Earlham College and is fluent in the English language. She speaks four languages, likes to travel, and is comfortable in a variety of cultures.

IV. *INTERNATIONAL EDUCATION CURRICULUM*

Course Offerings:

Elementary:	Interdisciplinary units focusing on Japanese as well as other cultures from around the world. The entire school celebrates Christmas traditions from around the world.
Middle/Jr. High:	Exploratory course in French, Spanish, Japanese, and German is required by all middle school students. Additionally, a Cultural Studies elective is available to all middle school students.
High School:	Four year language studies courses are offered in Spanish, French, German, and Japanese.

Curriculum Developed:

Elementary:	
Middle/Jr. High:	Cultural Studies elective Exploratory Language course
High School:	Japanese - Levels I, II, and III

V. *STAFF DEVELOPMENT*

Teachers who studied at Earlham College and in Japan have met with staff to discuss goals and objectives. The middle school teacher has, since his experiences at Earlham and in Japan, traveled to Ethiopia and Russia to gain additional information for students in the cultural studies class.

VI. *ENRICHMENT AND COMMUNITY COMPONENTS*

Japanese Club has been initiated at the high school for interested students. The club has done a variety of activities including traveling to locations in and around the area to experience a variety of cultures.

VII. *OUTREACH ACTIVITIES*

Teachers in the program have made many presentations to a wide variety of local service organizations, mother's clubs, sororities, etc.

VIII. *ADVISORY BOARD*

Total Members: **12**

1	Community Person
1	Parent
1	Board Member
1	Student
3	Administrators
5	Teachers

IX. *EVALUATION OF THE PROJECT*

Through the implementation of cultural studies in all levels of the curriculum, students have become increasingly aware of the likenesses and differences of those from around the world. This has been measured through discussion and the successful completion of course outcomes. Curriculum in all areas is consistently being improved and refined. Discussion and revision of outcomes has occurred through the coordination of programs at the middle and high school level.

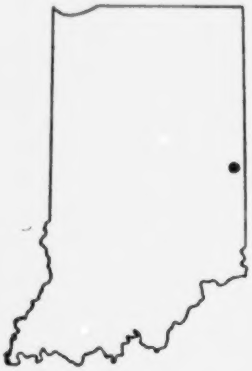
RICHMOND COMMUNITY SCHOOL CORPORATION

300 Hub Etchison Parkway, Richmond, Indiana 47374
Telephone: 317-973-3300

SUPERINTENDENT: Raymond Golarz
COUNTY # 89
CORPORATION # 8385

CONTACT PERSON: Jerrel J. Brooks
ADDRESS: Richmond High School
380 Hub Etchison Parkway
Richmond, Indiana 47374
TELEPHONE: 317-973-3300

Description of the Project:



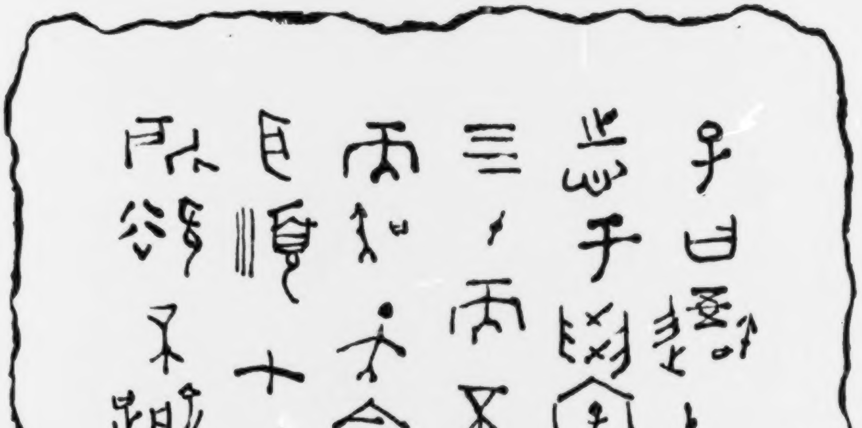
With the assistance of a Lilly Linkage Grant, Richmond Community School Corporation served as the prototype for the Learning and Teaching About Japan Project beginning in May of 1985. A team of teachers and administrators from the Richmond Community School Corporation attended an orientation on the Earlham campus, and, then, traveled in Japan for five weeks during the summer. Upon their return, they developed curriculum and implemented a language and culture program at the high school. Follow-up curriculum workshops were held at Earlham College. The participants from the Richmond Schools assisted in the development of the Learning and Teaching About Japan Project.

Richmond Community High School is currently offering Japanese Culture and Japanese Language I (see page 254). The culture class has been offered for five years and the language class has been offered for three years. A Japanese team teaching assistant, Juinichi Hakoda, works with Mr. Brooks in the classes.

LEARNING AND TEACHING ABOUT JAPAN

IN INDIANA SCHOOLS

CURRICULUM PROJECTS



Title of Project: **"Enrichment Lessons for the Kindergarten Curriculum"**
Type of Project: Introductory lessons on Japan to enrich the kindergarten curriculum
Grade Level: **Kindergarten**
Description:

The project is a notebook of lesson plans divided into the following curriculum areas: music, art, social studies, math, and language arts. The lessons are incorporated into the curriculum.

Developer: **Nan (Mary Ann) Tulchinsky**
Elementary Teacher, Kindergarten
South Bend Community School Corporation

School Address:
Brown Centralized Kindergarten
737 West Beale Street
South Bend, Indiana 46616
Telephone: 219-287-9680

Home Address:
1826 East Campeau
South Bend, Indiana 46617

Telephone: 219-232-6291

Title of Project: **"Learning About Japan: Primary"**
Type of Project: Teaching unit
Grade Level: **Grades K-3**
Description:

This project, which is designed to give very young children an introduction to Japan, consists of a teaching unit with kits and activity sheets.

Developer: **Sandra A. Duddy**
Elementary Teacher, Grade 1
Rushville Consolidated Schools

School Address:
Rushville Elementary School
200 West Sixteenth Street
Rushville, Indiana 46173
Telephone: 317-932-2961

Home Address:
401 East Eleventh Street
Rushville, Indiana 46173

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Resource book
Grade Level: **Grades K-5**
Description:

The resource binder is a set of materials, some original and some copied from a variety of sources, collected in a three-ring binder. The binder includes background information on Japan for teacher use; a list of resource materials available within the Evansville corporation; a listing of contents on the "Learning and Teaching About Japan" kits; a listing of available slides taken in Japan; an audiotape of selected Japanese language; and suggested activities for the art, language arts, math, and social studies curriculum.

Developer: **Sandra A. Singer**
Supervisor of Foreign Language
Evansville-Vanderburgh School Corporation

School Address:
Evansville-Vanderburgh
School Corporation
1 Southeast Ninth Street
Evansville, Indiana 47708
Telephone: 812-426-5674

Home Address:
200 Brookview Drive
Evansville, Indiana 47711
Telephone: 812-867-3109

Title of Project: **"Japan: Experience the Culture"**
Type of Project: Multi-faceted enrichment program
Grade Level: **Grades K-6**
Description:

This project consists of several projects to promote awareness of the Japanese culture:

1. development of an enrichment class on Japanese language and culture for grades 4-6
2. integration of all curriculum areas of grade 4
3. development of a source book of reference materials and activities
4. an all day, all school, K-6 program and videotape of experiences in Japan
5. development of a traveling exhibit - artifacts and slides

Developer: **Linda D. Mahan**
Elementary Teacher, Grade 4
MSD Warren Township

School Address:
Hawthorne Elementary School
8301 Rawles Avenue
Indianapolis, Indiana 46219
Telephone: 317-899-6833

Home Address:
103 N. Sheridan
Indianapolis, Indiana 46219
Telephone: 317-356-0728

Title of Project: **"A Look Into Japan - An All-School Week Long Study of Japan"**
Type of Project: All school study of Japan for elementary students
Grade Level: **Grades K-8**
Description:

The purpose of the all week study of Japan is to teach appreciation for modern Japan. Each day of the week-long study has a different emphasis:

Monday - language
Tuesday - school
Wednesday - cooking/food
Thursday - Minyo dancers
Friday - Japanese lunch, slide presentation of whole week experience with all school in the afternoon.

The resource person comes to the school each day to talk with the students.

Developer: **David A. Pike**
Elementary Teacher, Gifted Grades 2-6
Anderson Community School Corporation

School Address:
Tenth Street Elementary School
3124 East Tenth Street
Anderson, Indiana 46012
Telephone: 317-641-2103

Home Address:
1418 North Drive
Anderson, Indiana

Telephone: 317-649-4444

Title of Project: **"Japanese Gestures"**
Type of Project: Development of resources
Grade Level: **Grades K-8**
Description:

The resources were developed to teach students that communication involves more than just spoken words, that gestures are part of one's culture, and to teach "good manners" as part of the learning about other cultures and languages. A series of flashcards, a chart, and a worksheet show ten commonly used Japanese gestures. There is a written description of when each is used, along with ideas on how to use them in the classroom. A poster compares American and Japanese gestures and another poster illustrates occasions when the Japanese bow to each other. Three short skits that students may perform include opportunities to use Japanese gestures and show good Japanese manners.

Developer: **Jane A. Siefert**
High School Teacher, Spanish
Fayette County School Corporation

School Address:
Plainfield Community
Middle School
401 Elm Drive
Plainfield, Indiana 46168
Telephone: 317-838-3966

Home Address:
705 Woodside Drive
Plainfield, Indiana 46168
Telephone: 317-839-4216

Title of Project: **"Teaching Units: Geography, Gestures and Sounds, School Day"**
Type of Project: Teaching units
Grade Level: **Grades K-12**
Description:

Teaching units with suggested activities have been developed on geography, gestures and sounds, and the school day of Japan. Slides can be easily incorporated.

Developer: **Rocco Fuschetto**
High School Teacher, Foreign Language
Mt. Pleasant Township Community School Corporation

School Address:
Yorktown High School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-7706

Home Address:
3501 Johnson Circle
Muncie, Indiana 47304
Telephone: 317-288-7689

Title of Project: **"Japanese Culture Infused Into French Languages Classes**
Type of Project: Learning packet of activities which any language teacher can use for introducing Japanese culture
Grade Level: **Grades K-12**
Description:

Selected communication activities around given themes are taught throughout the year. The document outlines ways in which the language teacher might also teach/introduce Japanese culture. The format is an outline giving objectives and activities for each of several themes.

Developer: **Frankie W. McCullough**
High School Teacher, French
Gary Community School Corporation

School Address:
West Side High School
Ninth Avenue and Gerry Street
Gary, Indiana 46406
Telephone: 219-977-2999

Home Address:
2008 West 19th Street
Gary, Indiana 46404

Telephone: 219-944-8963

Title of Project: **"Shinto Mythology"**
Type of Project: Introduction to a teaching unit
Grade Level: **Grades K-12**
Description:

The project provides an introduction into the Shinto mythology of Japan and the possibility of relating it to previous instruction of the mythologies of Greece, Rome, etc. This project enables students to gain a more knowledgeable understanding of other peoples through the study of their beliefs, customs, and folklore.

Developer: **Sara H. Nelson**
High School Teacher, Spanish
Gary Community School Corporation

School Address:
Horace Mann High School
524 Garfield Street
Gary, Indiana 46404
Telephone: 219-886-1445

Home Address:
211 Spectacle Drive
Valparaiso, Indiana 46383

Telephone: 219-462-1610

Title of Project: **"Three Major Periods in Japanese History: Classical, Feudal, Modern"**
Type of Project: Teaching units to encourage the inclusion of Japan in the social studies curriculum
Grade Level: **Grades K-12**
Description:

This project reflects one approach to teaching and learning about Japan in the public schools. All units are organized in a similar fashion, and include: a statement of rationale for studying the topic, specific goals and objectives, activities, media and print, evaluation, conclusions, and suggestions. The project includes a video/slide presentation.

Developer: **Robert E. Redding**
Media Specialist, High School
Gary Community School Corporation

School Address:
West Side High School
Ninth Avenue and Gerry Street
Gary, Indiana 46406
Telephone: 219-977-2100 Ext. 65

Home Address:
1936 Hanley Street, Apt. 344
Gary, Indiana 46406
Telephone: 219-944-2023

Title of Project: **"Japan: Holidays, Festivals, Celebrations"**
Type of Project: Integration of international perspectives into a unit
Grade Level: **Grades K-12**
Description:

This unit features a map and calendar of celebrations; detailed description of holidays with background, customs, and the history behind each holiday; and related classroom activities.

Developer: **Bruce A. Rogers**
Elementary Teacher, Grade 6
Elkhart Community School Corporation

School Address:
Osolo Elementary School
24975 CR 6 E
Elkhart, Indiana 46514
Telephone: 219-262-5590

Home Address:
58046 CR 117
Goshen, Indiana 46526
Telephone: 219-875-8428

Title of Project: **"A School City of Mishawaka Cultural Directory"**
Type of Project: Listing of local speakers
Grade Level: **Grades K-12**
Description:

This directory lists members of the Mishawaka community who are willing to share their experiences from abroad.

Developer: **Sue A. Sommer**
Media Specialist, Grades 9-12
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
1541 S. Main Street
Mishawaka, Indiana 46544
Telephone: 219-255-9744

Title of Project: **"A Touch of the Orient in West Lafayette"**
Type of Project: Plan for an oriental garden
Grade Level: **Grades K-12 and adults**
Description:

This is a plan to construct a landscaped area on school grounds reflecting the Eastern culture. Several slides and prints have been collected to illustrate typical Japanese and Chinese gardens and landscape. Local landscape architects and residents from Japan have been consulted in planning the garden design.

Developer: **Charles R. Banning**
Assistant Superintendent
West Lafayette Community School Corporation

School Address:
West Lafayette Community
School Corporation
1130 N. Salisbury
West Lafayette, Indiana 47906
Telephone: 317-743-9631

Home Address:
618 Kent Avenue
West Lafayette, Indiana 47906
Telephone: 317-463-3230

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Three-year plan for integration of international education and a community awareness slide presentation
Grade Level: **Grades K-12 and adults**
Description:

This two-fold project consists of a long-range plan for the incorporation of the Japanese language and Asian Cultures courses at the secondary level and the incorporation of Japanese cultural activities at the elementary level. The slide presentation was developed to use for public awareness of the project. The purpose of the project, the team's activities, the need for international education, and a brief overview of Japan and its culture are included.

Developer: **Arlene R. Bliven**
Director of Curriculum
Fayette County School Corporation

School Address:
Fayette County School Corporation
The Resource Center
306 West Sixteenth Street
Connersville, Indiana 47331-2806
Telephone: 317-827-0191

Home Address:
Route 2, Box 211
Connersville, Indiana 47331
Telephone: 317-825-7059

Title of Project: **"Teaching and Learning About Japan"**
Type of Project: Presentation on culture and life in Japan
Grade Level: **Grades K-12 and adults**
Description:

The project is a slide series/audiotape presentation on culture and life in Japan. It presents a personalized view of Japan as our group of Indiana educators experienced it and came to understand its culture in the summer of 1987. It is intended to supplement the K-12 curriculum in the Greencastle Community Schools. Its main function is to introduce a program of outreach to the community's American and Japanese residents.

Developer: **Janett Boling**
Assistant Superintendent
Greencastle Community School Corporation

School Address:
Greencastle Community School Corporation
522 Anderson Street
Miller Education Center
Greencastle, Indiana 46135
Telephone: 317-653-9771

Home Address:
R. R. 4, Box 660
Greencastle, Indiana 46135
Telephone: 317-653-9573

Title of Project: **"Informing the Community About Japan and Japanese Education"**
Type of Project: Community outreach activity
Grade Level: **Grades K-12 and adults**
Description:

The presentation, which uses approximately 100 slides from the summer trip to Japan along with artifacts and items from Japan, contrasts Japanese life and education to the culture of the United States. The differences are discussed and the positive features about these differences are examined. The need for international education - to understand, to appreciate, and to survive in a global economy - are explained. The goal of the project is to create a more positive environment for Japanese and multi-cultural instruction in schools.

Developer: **E. Lee Webb**
Superintendent
Center Grove Community School Corporation

School Address:
Center Grove Community
School Corporation
2929 South Morgantown Road
Greenwood, Indiana 46143
Telephone: 317-881-9326

Home Address:
4050 Lucky Lane
Greenwood, Indiana 46142
Telephone: 317-881-2668

Title of Project: **"Letters From Japan: A Cultural Exchange and Study"**
Type of Project: Teaching unit
Grade Level: **Grade 1**
Description:

Students compare and contrast Japanese and American life and culture through the exchange of letters and artifacts. Students compose classbooks which include topics on schools, families, homes, food, clothing, and communities. They exchange letters and photographs with a class from Japan and complete activities to reinforce their learning about Japan in a Japanese center.

Developer: **Glenda J. Hauschild**
Elementary Teacher, Grade 1
Evansville-Vanderburgh School Corporation

School Address:
Daniel Wertz Elementary School
1701 South Red Bank Road
Evansville, Indiana 47712
Telephone: 812-425-4676

Home Address:
16301 Bender Road
Evansville, Indiana 47720
Telephone: 812-963-5172

Title of Project: **"Using Japan and the United States as Models to Teach Global Awareness"**
Type of Project: Teaching unit
Grade Level: **Grade 1**
Description:

This project is designed as a user friendly resource packet that will expand upon the existing first grade social studies curriculum. Japan is used as a model to develop concepts of global awareness which call attention to the interrelatedness of nations, their interdependency, and their human similarities.

Developer **Jenell W. Joiner**
Elementary Teacher, Grade 1
Gary Community School Corporation

School Address:
Jacques Marquette
Elementary School
6401 Hemlock Avenue
Gary, Indiana 46403
Telephone: 219-938-1191

Home Address:
7319 Forest Avenue
Gary, Indiana

Telephone: 219-938-3544

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Teaching unit
Grade Level: **Grades 1- 5**
Description:

The purpose of the unit is to help elementary children understand and appreciate the culture of Japan. The unit includes slides with a recorded narrative; three traveling boxes with Japanese clothing, toys, money, etc.; a collection of books, maps, pictures, postcards, tapes of language and music, etc.; a picture album of the trip; and a notebook full of materials and information to duplicate. The unit and materials are available to any teacher in the corporation.

Developer: **Florence Harlan**
Elementary Teacher, Grade 2
Greencastle Community School Corporation

School Address:
Jones School
209 West Liberty
Greencastle, Indiana 46135
Telephone: 317-653-3518

Home Address:
R. R. 1, Box 676
Greencastle, Indiana 46135

Telephone: 317-653-5945

Title of Project: **"An Exploration of Japanese Music Education"**
Type of Project: Teaching unit to be integrated into the music education program
Grade Level: **Grades 1-6**
Description:

This unit of study consists of slide presentations, videos, audio recordings as well as hands-on materials to meet the needs of students at different age levels in music instruction.

Developer: **Mark D. Stanley**
Middle School Teacher, Grade 6
Rushville Consolidated Schools

School Address:
Arlington School
Box 31
Arlington, Indiana 46104
Telephone: 317-663-2416

Home Address:
Route 1, Box 317B
Rushville, Indiana 46173

Telephone: 317-932-2374

Title of Project: **"Day in the Life of a Japanese Child"**
Type of Project: Slide show with realia
Grade Level: **Grades 1-8**
Description:

The program shows similarities and differences between the American way of life and culture and the Japanese life and culture. The materials provide hands-on experiences for the students.

Developer: **Lauralee H. Foerster**
Supervisor of Media Services
Lafayette School Corporation

School Address:
Hiatt Center
2300 Cason Street
Lafayette, Indiana 47904
Telephone: 317-448-4640

Home Address:
1322 South Eighteenth Street
Lafayette, Indiana 47905

Telephone: 317-474-1774

Title of Project: **"The Traditional Japanese House"**
Type of Project: Teaching unit
Grade Level: **Grades 1-12**
Description:

The slide/tape program can be used as a teaching unit in a Japanese language class or in other classes to teach about the Japanese culture. Students learn about the life-style of the Japanese people as reflected in the construction of their homes.

Developer: **Raymond A. McGlothlin**
High School Teacher, Foreign Language
Lafayette School Corporation

School Address:
Jefferson High School
1801 South 18th Street
Lafayette, Indiana 47905
Telephone: 317-474-3434

Home Address:
1019 South 12th Street
Lafayette, Indiana 47905

Telephone: 317-742-2671

Title of Project: **"All About Japan Festivals"**
Type of Project: Teaching unit with hands-on experiences
Grade Level: **Grades 2-5**
Description:

Introduces the Japanese culture through the insights of Japanese festivals. Written materials provide background on numerous festivals in Japan. The unit provides direction for discussion and comparison of the festivals as well as hands-on experiences for each festival presented.

Developer: **Jennifer L. Yeker**
Elementary Teacher, Grade 3
Evansville-Vanderburgh School Corporation

School Address:
Daniel Wertz Elementary School
1701 South Red Bank Road
Evansville, Indiana 47712
Telephone: 812-425-4676

Home Address:
4323 Maxwell Avenue
Evansville, Indiana 47715

Telephone: 812-473-8172

Title of Project: **"Study Alternative International Languages (S-A-I-L)"**
Type of Project: Summer enrichment program
Grade Level: **Grades 2-8**
Description:

S-A-I-L is a summer program, consisting of two twenty-day sessions, for internationalizing the curriculum by teaching the languages and cultures of Arabic, German, Japanese, and Russian.

Developer: **Anne F. Thompson**
Supervisor of Foreign Languages
Gary Community School Corporation

School Address:
1234 Cleveland Street
Gary, Indiana 46404
Telephone: 219-977-4238

Home Address:
1159 Whitcomb Street
Gary, Indiana 46404
Telephone: 219-949-9448

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audiotapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Sherry L. Anderson**
Elementary Teacher, Grade 6
Fayette County School Corporation

School Address:
Burtsfield Elementary School
1800 North Salisbury
West Lafayette, Indiana 47906
Telephone: 317-497-0072

Home Address:
1316 Catula
Lafayette, Indiana 47905

Telephone: 317-477-7216

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audiotapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Jan W. Doi**
Elementary Teacher, Grade 4
School City of Mishawaka

School Address:
LaSalle Elementary School
1511 Milburn Boulevard
Mishawaka, Indiana 46544
Telephone: 219-258-3044

Home Address:
11945 Penn Road,
Mishawaka, Indiana 46545

Telephone: 219-255-8387

Title of Project: **"Aesthetics in Japanese Everyday Life"**
Type of Project: Slides, artifacts, and lecture
Grade Level: **Grade 2-12 and adults**
Description:

Elementary Art Classes: A slide show is used to introduce the topic. Artifacts are shown and discussed. Student understanding is evaluated through the classification of ten items. Art products are created with a Japanese theme: family crests, haiku illustrations, and blockprints.

Adult Slide/Lecture: Shows examples of architecture, arts and crafts, tools and utensils, gardens, etc. The script briefly points out major ideas and compares and contrasts items where possible.

Developer: **Janet S. Guinn**
Elementary Teacher, Arts/Crafts
Mt. Pleasant Township Community School Corporation

School Address:
Pleasant View Elementary School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-6670

Home Address:
R. R. 1, Box 329-A
Yorktown, Indiana 47396

Telephone: 317-759-9638

Title of Project: **"The Life of a Japanese Child"**
Type of Project: Integration of perspectives and development of resources
Grade Level: **Grade 3**
Description:

The goal of the project is to identify a different life-style from our own and express it to children. This in-depth study is a paper describing a day in the life of a Japanese child accompanied by a few slides and many items for students to examine and use.

Developer: **Teri L. Manship**
Elementary Teacher, Grade 2
Center Grove Community School Corporation

School Address:
North Grove Elementary School
3280 West Fairview Road
Greenwood, Indiana 46142
Telephone: 317-881-5653

Home Address:
127 North Peterman Road
Greenwood, Indiana 46142

Telephone: 317-882-4461

Title of Project: **"Let's Be Friends"**
Type of Project: Slide presentation
Grade Level: **Grades 3-4**
Description:

A montage of 25 slides showing common activities of Japanese young people and their families demonstrates the similarities between Japanese children and American children. Japanese children are shown visiting the zoo, walking to school, playing baseball, etc.

Developer: **Sue A. Sommer**
Media Specialist, Grades 9-12
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
1541 S. Main Street
Mishawaka, Indiana 46544

Telephone: 219-255-9744

Title of Project: **"A Week in Japan"**
Type of Project: Teaching unit
Grade Level: **Grades 3-5**
Description:

The teaching unit, an introduction to the Japanese culture, is designed to run for six days. Topics for each day are:

Day 1 - Language, Japanese geography
Day 2 - Language, calligraphy
Day 3 - Language, origami
Day 4 - Language, haiku
Day 5 - Language, students investigate resource boxes
Day 6 - Language, Japanese dinner

Developer: **Thomas F. Higgs**
Elementary Teacher, Grade 4
Evansville-Vanderburgh School Corporation

School Address:
Lodge Elementary School
2000 Lodge Avenue
Evansville, Indiana
Telephone: 812-477-5319

Home Address:
5309 Chadwick Road
Evansville, Indiana

Telephone: 812-425-5296

Title of Project: **"Using the Soroban"**
Type of Project: Teaching unit
Grade Level: **Grades 3-5**
Description:

This teaching unit helps students learn addition and subtraction using the soroban. The project consists of six lessons with practice sheets for use with the soroban.

Developer: **Judith A. Leill**
Elementary Teacher, Grade 4
Lafayette School Corporation

School Address:
Miller Elementary School
700 South Fourth Street
Lafayette, Indiana 47905
Telephone: 317-742-2015

Home Address:
50 Bennington Place
Lafayette, Indiana 47905

Telephone: 317-447-5946

Title of Project: **"Exploring the World Through Folklore"**
Type of Project: Teaching unit
Grade Level: **Grades 4-8**
Description:

This teaching unit, which takes five class periods plus time to write a folk tale, provides students with a knowledge of other cultures and the relationship between people and their folk tales. The students explore the folk tale from the perspective of literature and as an expression of culture. Slides, a filmstrip, and storytelling are included in this unit.

Developer: **Tonia R. Butcher**
Media Specialist, Grades 6-8
Tippecanoe School Corporation

School Address:
East Tipp Middle School
7501 East 300 North
Lafayette, Indiana 47905
Telephone: 317-589-3566

Home Address:
8170 North 300 West
West Lafayette, Indiana 47906

Telephone: 317-463-6578

Title of Project: **"Learning About Japan: Similarities and Differences"**
Type of Project: Teaching unit
Grade Level: **Grades 4-8**
Description:

The project, which is designed to help students identify cultural similarities between the U. S. and Japan and to help students understand that similar or different do not imply better or worse, can be a separate teaching unit or can be integrated into a world geography or other social studies class.

Developer: **Kenneth L. Siekman**
Director of Guidance, Grades 9-12
Tippecanoe School Corporation

School Address:
William Henry Harrison
High School
5700 North Road 50 West
West Lafayette, Indiana 47906
Telephone: 317-463-3511

Home Address:
7433 U. S 231 South
Lafayette, Indiana 47905

Telephone: 317-538-2842

Title of Project: **"Providing a Healthy Environment in Japan"**
Type of Project: Integration of international perspectives
Grade Level: **Grades 4-12**
Description:

This material on the geography and environmental quality of Japan can be integrated into other topics and subject areas or can be used as part of a unit on Japan. By using the slides, maps, problem-solving situations, table of interdependencies, and paragraph writing activities, the students learn about Japan's geography, life-style, and environmental needs and can compare them to their own.

Developer: **Gretchen N. Paprocki**
Elementary Teacher, Grade 4
Tippecanoe School Corporation

School Address:
Mayflower Mill Elementary School
200 East 500 South
Lafayette, Indiana 47905
Telephone: 317-538-3875

Home Address:
240 Sunset Drive
Lafayette, Indiana 47905

Telephone: 317-474-5067

Title of Project: **"Introduction to Japanese Language Program"**
Type of Project: Implementation plan
Grade Level: **Grades 4-12**
Description:

This project is a design for instituting Japanese language studies in a large urban school system without disturbing the scope and sequence of the existing foreign language program.

Developer: **Anne F. Thompson**
Supervisor of Foreign Languages
Gary Community School Corporation

School Address:
1234 Cleveland Street
Gary, Indiana 46404
Telephone: 219-977-4238

Home Address:
1159 Whitcomb Street
Gary, Indiana 46404
Telephone: 219-949-9448

Title of Project: **"Japanese Life Style"**
Type of Project: Videotape
Grade Level: **Grades 4-12 and adults**
Description:

This one-hour long documentary videotape with narrative focuses on the education, religion, family life, transportation, and leisure time activities of the Japanese people.

Developer: **Robert D. Smith**
Assistant Superintendent
School City of Mishawaka

School Address:
School City of Mishawaka
Administrative Center
1402 South Main Street
Mishawaka, Indiana 46544
Telephone: 219-258-3000

Home Address:
1518 Medford Lane
Mishawaka, Indiana 46544
Telephone: 219-256-0371

Title of Project: **"Japanese Food: A Distinctive Tradition"**
Type of Project: Teaching unit with slide/tape presentation
Grade Level: **Grades 4-12 and adults**
Description:

Part I: Slide/tape presentation on foods of Japan with follow-up presentation of artifacts and information related to eating in Japan
Part II: Narrated slide presentation about Tokyo
Part III: Narrated slide presentation about the people of Japan
Part IV: Narrated slide presentation about schools visited in Fukuoka Prefecture

Developer: **Kathy Wright**
Media Specialist, Elementary Level
Rushville Consolidated Schools

School Address:
Mays Elementary School
P. O. Box 85
Mays, Indiana 46155
Telephone: 317-645-5035

Home Address:
Route 1, Box 127A
Manilla, Indiana 46150
Telephone: 317-525-9054

Title of Project: **"A Trip to Japan"**
Type of Project: Integrated teaching unit and resources
Grade Level: **Grades 5-8**
Description:

The integrated teaching unit uses children's literature to introduce the culture, geography, and history of Japan. After reading The Big Wave, Sadako and the Thousand Paper Cranes, and various fairy tales and folk legends, the students branch out to study various subject areas. Many resources, research papers, community involvement, class discussions, displays, and public speaking are involved in the unit.

Developer: **Virginia F. Bohnenkamp**
Elementary Teacher, Grades 5/6 Gifted
MSD Warren Township

School Address:
Brookview Elementary School
1401 North Mitthoeffer Road
Indianapolis, Indiana
Telephone: 317-894-3384

Home Address:
991 West Sugar Hill Court
Greenfield, Indiana 46140

Telephone: 317-326-3848

Title of Project: **"Western Influence on the Japanese Family"**
Type of Project: Instruction materials to be integrated in teaching units on Japan
Grade Level: **Grades 5-8 / 10-12**
Description:

The slide/script program develops an awareness of the customs of others and helps students understand the interrelatedness of world communities. Students not only gain knowledge of traditional Japanese culture, but they also learn how the Japanese have acquired and adjusted to Western influences on the family.

Developer: **Barbara L. Taliaferro**
High School Teacher, Social Studies
Gary Community School Corporation

School Address:
Roosevelt High School
730 West 25th Avenue
Gary, Indiana 46407
Telephone: 219-881-1500

Home Address:
230 Glen Park Avenue
Gary, Indiana 46408

Telephone: 219-884-5952

Title of Project: **"Shinto and Buddhism: Beliefs and Architecture of These Two Great Japanese Faiths"**
Type of Project: Teaching unit
Grade Level: **Grade 5-12**
Description:

This unit of study presents some significant facts about Japan's two major religions. It will help students to develop an awareness that people living in different parts of the world have different cultures, and their spiritual needs are met in various ways. The 56 slides and accompanying narration compare the beliefs and architectural features of the temples and shrines that characterize each respective religion. Designed to supplement the social studies curriculum, this unit can extend from a few days to a week, depending upon the depth of learning desired. Models of a torii gate, a Shinto shrine, and a Buddhist temple were bought or constructed as part of this project.

Developer: **John Kachur**
Elementary Teacher, Grade 5
Gary Community School Corporation

School Address:
Pittman Square School Annex
4460 Delaware Street
Gary, Indiana 46409
Telephone: 219-980-6354

Home Address:
7733 Carolina Place
Merrillville, Indiana 46410

Telephone: 219-769-7720

Title of Project: **"Japan: Experience the Culture"**
Type of Project: Multi-faceted enrichment program
Grade Level: **Grades K-6**
Description:

This project consists of several projects to promote awareness of the Japanese culture:

1. development of an enrichment class on Japanese language and culture for grades 4-6
2. integration of all curriculum areas of grade 4
3. development of a source book of reference materials and activities
4. an all day, all school, K-6 program and videotape of experiences in Japan
5. development of a traveling exhibit - artifacts and slides

Developer: **Linda D. Mahan**
Elementary Teacher, Grade 4
MSD Warren Township School Corporation

School Address:
Hawthorne Elementary School
8301 Rawles Avenue
Indianapolis, Indiana 46219
Telephone: 317-899-6833

Home Address:
103 N. Sheridan
Indianapolis, Indiana 46219

Telephone: 317-356-0728

Title of Project: **"A Look Into Japan - An All-School Week Long Study of Japan"**
Type of Project: All school study of Japan for elementary students
Grade Level: **Grades K-8**
Description:

The purpose of the all week study of Japan is to teach appreciation for modern Japan. Each day of the week-long study has a different emphasis:

Monday - language
Tuesday - school
Wednesday - cooking/food

Thursday - Minyo dancers
Friday - Japanese lunch, slide presentation of whole week experience with all school in the afternoon.

The resource person comes to the school each day to talk with the students.

Developer: **David A. Pike**
Elementary Teacher, Gifted Grades 2-6
Anderson Community School Corporation

School Address:
Tenth Street Elementary School
3124 East Tenth Street
Anderson, Indiana 46012
Telephone: 317-641-2103

Home Address:
1418 North Drive
Anderson, Indiana

Telephone: 317-649-4444

Title of Project: **"Japanese Gestures"**
Type of Project: Development of resources
Grade Level: **Grades K-8**
Description:

The resources were developed to teach students that communication involves more than just spoken words, that gestures are part of one's culture, and to teach "good manners" as part of the learning about other cultures and languages. A series of flashcards, a chart, and a worksheet show ten commonly-used Japanese gestures. There is a written description of when each is used, along with ideas on how to use them in the classroom. A poster compares American and Japanese gestures and another poster illustrates occasions when the Japanese bow to each other. Three short skits that students may perform include opportunities to use Japanese gestures and show good Japanese manners.

Developer: **Jane A. Siefert**
High School Teacher, Spanish
Fayette County School Corporation

School Address:
Plainfield Community
Middle School
401 Elm Drive
Plainfield, Indiana 46168
Telephone: 317-838-3966

Home Address:
705 Woodside Drive
Plainfield, Indiana 46168

Telephone: 317-839-4216

Title of Project: **"Teaching Units: Geography, Gestures and Sounds, School Day"**
Type of Project: Teaching units
Grade Level: **Grades K-12**
Description:

Teaching units with suggested activities have been developed on geography, gestures and sounds, and the school day of Japan. Slides can be easily incorporated.

Developer: **Rocco Fuschetto**
High School Teacher, Foreign Language
Mt. Pleasant Township Community School Corporation

School Address:
Yorktown High School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-7706

Home Address:
3501 Johnson Circle
Muncie, Indiana 47304
Telephone: 317-288-7689

Title of Project: **"Japanese Culture Infused Into French Languages Classes"**
Type of Project: Learning packet of activities which any language teacher can use for introducing Japanese culture
Grade Level: **Grades K-12**
Description:

Selected communication activities around given themes are taught throughout the year. The document outlines ways in which the language teacher might also teach/introduce Japanese culture. The format is an outline giving objectives and activities for each of several themes.

Developer: **Frankie W. McCullough**
High School Teacher, French
Gary Community School Corporation

School Address:
West Side High School
Ninth Avenue and Gerry Street
Gary, Indiana 46406
Telephone: 219-977-2999

Home Address:
2008 West 19th Street
Gary, Indiana 46404
Telephone: 219-944-8963

Title of Project: **"Shinto Mythology"**
Type of Project: Introduction to a teaching unit
Grade Level: **Grades K-12**
Description:

The project provides an introduction into the Shinto mythology of Japan and the possibility of relating it to previous instruction of the mythologies of Greece, Rome, etc. This project enables students to gain a more knowledgeable understanding of other peoples through the study of their beliefs, customs, and folklore.

Developer: **Sara H. Nelson**
High School Teacher, Spanish
Gary Community School Corporation

School Address:
Horace Mann High School
524 Garfield Street
Gary, Indiana 46404
Telephone: 219-886-1445

Home Address:
211 Spectacle Drive
Valparaiso, Indiana 46383
Telephone: 219-462-1610

Title of Project: **"Three Major Periods in Japanese History: Classical, Feudal, Modern"**
Type of Project: Teaching units to encourage the inclusion of Japan in the social studies curriculum
Grade Level: **Grades K-12**
Description:

This project reflects one approach to teaching and learning about Japan in the public schools. All units are organized in a similar fashion, and include: a statement of rationale for studying the topic, specific goals and objectives, activities, media and print, evaluation, conclusions, and suggestions. The project includes a video/slide presentation.

Developer: **Robert E. Redding**
Media Specialist, High School
Gary Community School Corporation

School Address:
West Side High School
Ninth Avenue and Gerry Street
Gary, Indiana 46406
Telephone: 219-977-2100 Ext. 65

Home Address:
1936 Hanley Street, Apt. 344
Gary, Indiana 46406
Telephone: 219-944-2023

Title of Project: **"Japan: Holidays, Festivals, Celebrations"**
Type of Project: Integration of international perspectives into a unit
Grade Level: **Grades K-12**
Description:

This unit features a map and calendar of celebrations; detailed description of holidays with background, customs, and the history behind each holiday; and related classroom activities.

Developer: **Bruce A. Rogers**
Elementary Teacher, Grade 6
Elkhart Community School Corporation

School Address:
Osolo Elementary School
24975 CR 6 E
Elkhart, Indiana 46514
Telephone: 219-262-5590

Home Address:
58046 CR 117
Goshen, Indiana 46526

Telephone: 219-875-8428

Title of Project: **"A School City of Mishawaka Cultural Directory"**
Type of Project: Listing of local speakers
Grade Level: **Grades K-12**
Description:

This directory lists members of the Mishawaka community who are willing to share their experiences from abroad.

Developer: **Sue A. Sommer**
Media Specialist, Grades 9-12
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
1541 S. Main Street
Mishawaka, Indiana 46544

Telephone: 219-255-9744

Title of Project: **"A Touch of the Orient in West Lafayette"**
Type of Project: Plan for an oriental garden
Grade Level: **Grades K-12 and adults**
Description:

This is a plan to construct a landscaped area on school grounds reflecting the Eastern culture. Several slides and prints have been collected to illustrate typical Japanese and Chinese gardens and landscape. Local landscape architects and residents from Japan have been consulted in planning the garden design.

Developer: **Charles R. Banning**
Assistant Superintendent
West Lafayette Community School Corporation

School Address:
West Lafayette Community
School Corporation
1130 N. Salisbury
West Lafayette, Indiana 47906
Telephone: 317-743-9631

Home Address:
618 Kent Avenue
West Lafayette, Indiana 47906
Telephone: 317-463-3230

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Three-year plan for integration of international education and a community awareness slide presentation
Grade Level: **Grades K-12 and adults**
Description:

This two-fold project consists of a long-range plan for the incorporation of the Japanese language and Asian Cultures courses at the secondary level and the incorporation of Japanese cultural activities at the elementary level. The slide presentation was developed to use for public awareness of the project. The purpose of the project, the team's activities, the need for international education, and a brief overview of Japan and its culture are included.

Developer: **Arlene R. Bliven**
Director of Curriculum
Fayette County School Corporation

School Address:
Fayette County School Corporation
The Resource Center
306 West Sixteenth Street
Connersville, Indiana 47331-2806
Telephone: 317-827-0191

Home Address:
Route 2, Box 211
Connersville, Indiana 47331
Telephone: 317-825-7059

Title of Project: **"Teaching and Learning About Japan"**
Type of Project: Presentation on culture and life in Japan
Grade Level: **Grades K-12 and adults**
Description:

The project is a slide series/audio tape presentation on culture and life in Japan. It presents a personalized view of Japan as our group of Indiana educators experienced it and came to understand its culture in the summer of 1987. It is intended to supplement the K-12 curriculum in the Greencastle Community Schools. Its main function is to introduce a program of outreach to the community's American and Japanese residents.

Developer: **Janett Boling**
Assistant Superintendent
Greencastle Community School Corporation

School Address:
Greencastle Community
School Corporation
522 Anderson Street
Miller Education Center
Greencastle, Indiana 46135
Telephone: 317-653-9771

Home Address:
R. R. 4, Box 660
Greencastle, Indiana 46135
Telephone: 317-653-9573

Title of Project: **"Informing the Community About Japan and Japanese Education"**
Type of Project: Community outreach activity
Grade Level: **Grades K-12 and adults**
Description:

The presentation, which uses approximately 100 slides from the summer trip to Japan along with artifacts and items from Japan, contrasts Japanese life and education to the culture of the United States. The differences are discussed and the positive features about these differences are examined. The need for international education - to understand, to appreciate, and to survive in a global economy - are explained. The goal of the project is to create a more positive environment for Japanese and multi-cultural instruction in schools.

Developer: **E. Lee Webb**
Superintendent
Center Grove Community School Corporation

School Address:
Center Grove Community
School Corporation
2929 South Morgantown Road
Greenwood, Indiana 46143
Telephone: 317-881-9326

Home Address:
4050 Lucky Lane
Greenwood, Indiana 46142
Telephone: 317-881-2668

Title of Project: **"An Exploration of Japanese Music Education"**
Type of Project: Teaching unit to be integrated into the music education program
Grade Level: **Grades 1-6**
Description:

This unit of study consists of slide presentations, videos, audio recordings as well as hands-on materials to meet the needs of students at different age levels in music instruction.

Developer: **Mark D. Stanley**
Middle School Teacher, Grade 6
Rushville Consolidated Schools

School Address:
Arlington School
Box 31
Arlington, Indiana 46104
Telephone: 317-663-2416

Home Address:
Route 1, Box 317B
Rushville, Indiana 46173

Telephone: 317-932-2374

Title of Project: **"Day in the Life of a Japanese Child"**
Type of Project: Slide show with realia
Grade Level: **Grades 1-8**
Description:

The program shows similarities and differences between the American way of life and culture and the Japanese life and culture. The materials provide hands-on experiences for the students.

Developer: **Lauralee H. Foerster**
Supervisor of Media Services
Lafayette School Corporation

School Address:
Hiatt Center
2300 Cason Street
Lafayette, Indiana 47904
Telephone: 317-448-4640

Home Address:
1322 South Eighteenth Street
Lafayette, Indiana 47905

Telephone: 317-474-1774

Title of Project: **"The Traditional Japanese House"**
Type of Project: Teaching unit
Grade Level: **Grades 1-12**
Description:

The slide/tape program can be used as a teaching unit in a Japanese language class or in other classes to teach about the Japanese culture. Students learn about the life-style of the Japanese people as reflected in the construction of their homes.

Developer: **Raymond A. McGlothlin**
High School Teacher, Foreign Language
Lafayette School Corporation

School Address:
Jefferson High School
1801 South 18th Street
Lafayette, Indiana 47905
Telephone: 317-474-3434

Home Address:
1019 South 12th Street
Lafayette, Indiana 47905

Telephone: 317-742-2671

Title of Project: **"Study Alternative International Languages (S-A-I-L)"**
Type of Project: Summer enrichment program
Grade Level: **Grades 2-8**
Description:

S-A-I-L is a summer program, consisting of two twenty-day sessions, for internationalizing the curriculum by teaching the languages and cultures of Arabic, German, Japanese, and Russian.

Developer: **Anne F. Thompson**
Supervisor of Foreign Languages
Gary Community School Corporation

School Address:
1234 Cleveland Street
Gary, Indiana 46404
Telephone: 219-977-4238

Home Address:
1159 Whitcomb Street
Gary, Indiana 46404
Telephone: 219-949-9448

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audiotapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Sherry L. Anderson**
Elementary Teacher, Grade 6
Fayette County School Corporation

School Address:
Burtsfield Elementary School
1800 North Salisbury
West Lafayette, Indiana 47906
Telephone: 317-497-0072

Home Address:
1316 Catula
Lafayette, Indiana 47905
Telephone: 317-477-7216

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audio tapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Jan W. Doi**
Elementary Teacher, Grade 4
School City of Mishawaka

School Address:
LaSalle Elementary School
1511 Milburn Boulevard
Mishawaka, IN 46544
Telephone: 219-258-3044

Home Address:
11945 Penn Road,
Mishawaka, IN 46545
Telephone: 219-255-8387

Title of Project: **"Aesthetics in Japanese Everyday Life"**
Type of Project: Slides, artifacts, and lecture
Grade Level: **Grade 2-12 and adults**
Description:

Elementary Art Classes: A slide show is used to introduce the topic. Artifacts are shown and discussed. Student understanding is evaluated through the classification of ten items. Art products are created with a Japanese theme: family crests, haiku illustrations, and blockprints.

Adult Slide/Lecture: Shows examples of architecture, arts and crafts, tools and utensils, gardens, etc. The script briefly points out major ideas and compares and contrasts items where possible.

Developer: **Janet S. Guinn**
Elementary Teacher, Arts/Crafts
Mt. Pleasant Township Community School Corporation

School Address:
Pleasant View Elementary School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-6670

Home Address:
R. R. 1, Box 329-A
Yorktown, Indiana 47396
Telephone: 317-759-9638

Title of Project: **"Exploring the World Through Folklore"**
Type of Project: Teaching unit
Grade Level: **Grades 4-8**
Description:

This teaching unit, which takes five class periods plus time to write a folk tale, provides students with a knowledge of other cultures and the relationship between people and their folk tales. The students explore the folk tale from the perspective of literature and as an expression of culture. Slides, a filmstrip, and storytelling are included in this unit.

Developer: **Tonia R. Butcher**
Media Specialist, Grades 6-8
Tippecanoe School Corporation

School Address:
East Tipp Middle School
7501 East 300 North
Lafayette, Indiana 47905
Telephone: 317-589-3566

Home Address:
8170 North 300 West
West Lafayette, Indiana 47906
Telephone: 317-463-6578

Title of Project: **"Learning About Japan: Similarities and Differences"**
Type of Project: Teaching unit
Grade Level: **Grades 4-8**
Description:

The project, which is designed to help students identify cultural similarities between the U. S. and Japan and to help students understand that similar or different do not imply better or worse, can be a separate teaching unit or can be integrated into a world geography or other social studies class.

Developer: **Kenneth L. Siekman**
Director of Guidance, Grades 9-12
Tippecanoe School Corporation

School Address:
William Henry Harrison
High School
5700 North Road 50 West
West Lafayette, Indiana 47906
Telephone: 317-463-3511

Home Address:
7433 U. S 231 South
Lafayette, Indiana 47905
Telephone: 317-538-2842

Title of Project: **"Providing a Healthy Environment in Japan"**
Type of Project: Integration of international perspectives
Grade Level: **Grades 4-12**
Description:

This material on the geography and environmental quality of Japan can be integrated into other topics and subject areas or can be used as part of a unit on Japan. By using the slides, maps, problem-solving situations, table of interdependencies, and paragraph writing activities, the students learn about Japan's geography and life-style, environmental needs, and can compare them to their own.

Developer: **Gretchen N. Paprocki**
Elementary Teacher, Grade 4
Tippecanoe School Corporation

School Address:
Mayflower Mill Elementary School
200 East 500 South
Lafayette, Indiana 47905
Telephone: 317-538-3875

Home Address:
1240 Sunset Drive
Lafayette, Indiana 47905
Telephone: 317-474-5067

Title of Project: **"Introduction to Japanese Language Program"**
Type of Project: Implementation plan
Grade Level: **Grades 4-12**
Description:

This project is a design for instituting Japanese language studies in a large urban school system without disturbing the scope and sequence of the existing foreign language program.

Developer: **Anne F. Thompson**
Supervisor of Foreign Languages
Gary Community School Corporation

School Address:
1234 Cleveland Street
Gary, Indiana 46404
Telephone: 219-977-4238

Home Address:
1159 Whitcomb Street
Gary, Indiana 46404
Telephone: 219-949-9448

Title of Project: **"Japanese Life Style"**
Type of Project: Videotape
Grade Level: **Grades 4-12 and adults**
Description:

This one-hour long documentary videotape with narrative focuses on the education, religion, family life, transportation, and leisure time activities of the Japanese people.

Developer: **Robert D. Smith**
Assistant Superintendent
School City of Mishawaka

School Address:
School City of Mishawaka
Administrative Center
1402 South Main Street
Mishawaka, Indiana 46544
Telephone: 219-258-3000

Home Address:
1518 Medford Lane
Mishawaka, Indiana 46544

Telephone: 219-256-0371

Title of Project: **"Japanese Food: A Distinctive Tradition"**
Type of Project: Teaching unit with slide/tape presentation
Grade Level: **Grades 4-12 and adults**
Description:

Part I:	Slide/tape presentation on foods of Japan with follow-up presentation of artifacts and information related to eating in Japan.
Part II:	Narrated slide presentation about Tokyo.
Part III:	Narrated slide presentation about people of Japan.
Part IV:	Narrated slide presentation about schools visited in Fukuoka Prefecture.

Developer: **Kathy Wright**
Media Specialist, Elementary Level
Rushville Consolidated Schools

School Address:
Mays Elementary School
P. O. Box 85
Mays, Indiana 46155
Telephone: 317-645-5035

Home Address:
Route 1, Box 127A
Manilla, Indiana 46150

Telephone: 317-525-9054

Title of Project: **"A Trip to Japan"**
Type of Project: Integrated teaching unit and resources
Grade Level: **Grades 5-8**
Description:

The integrated teaching unit uses children's literature to introduce the culture, geography, and history of Japan. After reading The Big Wave, Sadako and the Thousand Paper Cranes, and various fairy tales and folk legends, the students branch out to study various subject areas. Many resources, research papers, community involvement, class discussions, displays, and public speaking are involved in the unit.

Developer: **Virginia F. Bohnenkamp**
Elementary Teacher, Grades 5/6 Gifted
MSD Warren Township School Corporation

School Address:
Brookview Elementary School
1401 North Mitthoeffer Road
Indianapolis, Indiana
Telephone: 317-894-3384

Home Address:
991 West Sugar Hill Court
Greenfield, Indiana 46140

Telephone: 317-326-3848

Title of Project: **"Western Influence on the Japanese Family"**
Type of Project: Instruction materials to be integrated in teaching units on Japan
Grade Level: **Grades 5-8 / 10-12**
Description:

The slide/script program develops an awareness of the customs of others and helps students understand the interrelatedness of world communities. Students not only gain knowledge of traditional Japanese culture, but they also learn how the Japanese have acquired and adjusted to Western influences on the family.

Developer: **Barbara L. Taliaferro**
High School Teacher, Social Studies
Gary Community School Corporation

School Address:
Roosevelt High School
730 West 25th Avenue
Gary, Indiana 46407
Telephone: 219-881-1500

Home Address:
230 Glen Park Avenue
Gary, Indiana 46408
Telephone: 219-884-5952

Title of Project: **"Shinto and Buddhism: Beliefs and Architecture of These Two Great Japanese Faiths"**
Type of Project: Teaching unit
Grade Level: **Grade 5-12**
Description:

This unit of study presents some significant facts about Japan's two major religions. It will help students to develop an awareness that people living in different parts of the world have different cultures, and their spiritual needs are met in various ways. The 56 slides and accompanying narration compare the beliefs and architectural features of the temples and shrines that characterize each respective religion. Designed to supplement the social studies curriculum, this unit can extend from a few days to a week, depending upon the depth of learning desired. Models of a torii gate, a Shinto shrine, and a Buddhist temple were bought or constructed as part of this project.

Developer: **John Kachur**
Elementary Teacher, Grade 5
Gary Community Schools

School Address:
Pittman Square School Annex
4460 Delaware Street
Gary, Indiana 46409
Telephone: 219-980-6354

Home Address:
7733 Carolina Place
Merrillville, Indiana 46410
Telephone: 219-769-7720

Title of Project: **"All Ability Levels Can Learn About Foreign Countries - Japan"**
Type of Project: Teaching unit
Grade Level: **Grade 6**
Description:

Ms. Parshall worked with a special reading teacher to plan a unit about Japan for special reading students. They reinforced the students' reading skills by reading; by doing research; and by making salt maps, graphs, dioramas, and charts about Japan. The presentations were videotaped. The goal of the project is to help students become aware of places outside of the United States. In this case, the target area was Japan.

Developer: **Rhea S. Parshall**
Elementary Teacher
Anderson Community School Corporation

School Address:
Robinson Elementary School
630 Nichol Avenue
Anderson, Indiana 46016
Telephone: 317-641-2086

Home Address:
2511 Meadow Way
Anderson, Indiana 46012
Telephone: 317-643-6722

Title of Project: **"Japanese Schools" and "Let's Tour Japan"**
Type of Project: Videotapes used in the sixth-grade social studies unit on Japan
Grade Level: **Grade 6**
Description:

The video, "Japanese Schools," and the slide/tape or video, "Let's Tour Japan," and the accompanying booklet which outlines the objectives, learning activities, vocabulary words, and post-activities acquaint sixth-grade students with Japan in preparation for studying the unit in the social studies textbooks.

Developer: **Alfred P. Large**
Director of Media Services
South Bend Community School Corporation

School Address:
South Bend Community School Corporation
Education Center
635 South Main Street
South Bend, Indiana 46601
Telephone: 219-282-4075

Home Address:
177567 Brandel Avenue
South Bend, Indiana 46601
Telephone: 219-271-9667

Title of Project: **"Learning About Japan"**
Type of Project: Teaching unit
Grade Level: **Grade 6**
Description:

The teaching unit includes map study, an introduction to Japanese language and customs through a video and slide presentation, and Japanese games. Flashcards are used to present vocabulary. The goal of the unit is to make the student more aware of our shrinking world and gain an appreciation for the Japanese culture.

Developer: **Mary J. Baker**
Elementary Teacher, Grade 6
South Madison Community School Corporation

School Address:
East Elementary School
893 East U. S. 36
Pendleton, Indiana 46064
Telephone: 317-649-6631

Home Address:
1028 West Sixth Street
Anderson, Indiana 46016
Telephone: 317-649-4824

Title of Project: **"Useful Ideas From Japan"**
Type of Project: Videotape
Grade Level: **Grades 6-12**
Description:

This 20-minute videotape compares and contrasts ways of doing things in Japan and the United States. Some of these are business activities and some are activities in everyday life.

Developer: **Mary McGarrah**
Middle School Teacher, Foreign Language
Evansville-Vanderburgh School Corporation

School Address:
Princeton Community High School
Old Highway 41 North
Princeton, Indiana 47670
Telephone: 812-385-2591

Home Address:
203 South Fairlawn
Evansville, Indiana 47714
Telephone: 812-473-1797

Title of Project: **"Cross-Culture Simulation"**
Type of Project: Simulation exercise
Grade Level: **Grades 6-12**
Description:

This simulation was developed to provide an awareness and global interconnectedness for students. By using the simulation exercise in traveling to a "foreign" culture, the students learn how to fit in, to be diplomatic, and to adapt to new situations.

Developer: **Mary Ellen Whitinger**
Middle School Teacher, English and Gifted/Talented
Anderson Community School Corporation

School Address:
North Side Middle School
1815 Indiana Avenue
Anderson, Indiana 46012
Telephone: 317-644-2055

Home Address:
1011 Van Buskirk Road
Anderson, Indiana 46011

Telephone: 317-642-3120

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Slide presentation
Grade Level: **Grades 6-12 and adults**
Description:

The project is a 120-slide presentation which discusses all phases of the Learning and Teaching About Japan project. The main focus of the presentation is the actual trip to Japan with emphasis on the life style, culture, schools, and people encountered, etc. An overview of the project, its purposes, and goals are given.

Developer: **Elizabeth A. Handley**
Media Specialist, Junior High
Fayette County School Corporation

School Address:
Connersville Junior High School
1900 Grand Avenue
Connersville, Indiana 47331
Telephone: 317-825-1139

Home Address:
700 West Third Street
Connersville, Indiana 47331

Telephone: 317-825-4278

Title of Project: **"Similarities and Differences Among Educational Systems"**
Type of Project: Teaching unit
Grade Level: **Grade 7**
Description:

This one-week unit will be presented late in the seventh-grade social studies curriculum after the students have covered much of their work with world geography and immediately following their study of Japan. Unit activities include an introductory discussion on education in the U. S.; a presentation on education in Japan with slides, photos, artifacts, and videotapes; and visiting international students. The students will research education in other countries.

Developer: **Cheryl A. DiPietro**
Media Director, Grades 7-8
Center Grove Community School Corporation

School Address:
Center Grove Middle School
4900 Stones Crossing Road
Greenwood, Indiana 46143
Telephone: 317-882-9391

Home Address:
540 Lazy Lane
Greenwood, Indiana 46142
Telephone: 317-888-8448

Title of Project: **"Rules of Japanese Society"**
Type of Project: Teaching lesson for integration into a unit on Japan
Grade Level: **Grade 7**
Description:

The teaching lesson uses rules for participation on a Japanese sports team as a springboard for discussing rules of the larger society: commitment, seniority, hard work, etc. Students analyze and evaluate certain tenets of the culture of the Japanese people.

Developer: **Patricia J. Harris**
Assistant Director, Curriculum Services
Gary Community Schools

School Address:
Gary Community School Corporation
620 East Tenth Place
Gary, Indiana 46404
Telephone: 219-977-2173

Home Address:
19549 Lake Shore Drive
Lynwood, Illinois 60411
Telephone: 708-895-5124

Title of Project: **"Integrating Government, Economics, Business, Trade of Japan Into U. S. and World History"**
Type of Project: Unit integrating international perspectives into a course
Grade Level: **Grade 7**
Description:

This curriculum integration employs various methods to help students become more knowledgeable of today's world.

Developer: **Patricia D. Helms**
Secondary Teacher, Grades 7-12
Mt. Pleasant Township Community School Corporation

School Address:
Yorktown High School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-7706

Home Address:
4604 West Peachtree Lane
Muncie, Indiana 47304

Telephone: 317-288-7154

Title of Project: **"Learning About Japan: A Unit of Study for Grade Seven"**
Type of Project: Unit of study
Grade Level: **Grade 7**
Description:

This curriculum writing project involved teachers representative of elementary, middle, and high school levels. It developed a framework for social studies and a unit of study on Japan for seventh grade students. Differentiation for gifted/talented students as well as projects specifically designed for low-achieving and average learners have been incorporated. Consideration for various learning styles and use of community resources are a part of the project.The unit serves as a model for further unit development by social studies teachers.

Developer: **Suellen Kinder Reed**
Assistant Superintendent
Rushville Consolidated Schools

School Address:
Rushville Consolidated Schools
Eighth and Jackson Streets
Rushville, Indiana 46173
Telephone: 317-932-4186

Home Address:
Route 1, Box 292
Rushville, Indiana 46173

Telephone: 317-629-2149

Title of Project: **"Trade Between Indiana and Japan"**
Type of Project: Teaching unit
Grade Level: **Grades 7-8**
Description:

The teaching unit on problems and progress influencing trade between Indiana and Japan involves various resources (i.e. videotapes, books, magazines, newspapers, slides, kits, speakers, etc.) to develop a global perspective of business relations between Japan, Indiana and the world.

Developer: **John W. Allen**
Middle School Teacher, Social Studies
MSD Warren Township School Corporation

School Address:
Creston Junior High School
10925 East Prospect Street
Indianapolis, Indiana 46239
Telephone: 317-894-8883

Home Address:
7410 Madden Drive
Fishers, Indiana 46038

Telephone: 317-849-8501

Title of Project: **"Japanese Folk Tales"**
Type of Project: Teaching project for middle school students
Grade Level: **Grades 7-8**
Description:

The project is composed of reading materials and videotapes about Japan.

Developer: **Michael P. Downs**
Middle School Teacher, Reading
South Bend Community School Corporation

School Address:
Edison Middle School
2701 Eisenhower Drive
South Bend, Indiana 46615
Telephone: 219-233-9397

Home Address:
57302 Peggy Drive
South Bend, Indiana 46619

Telephone: 219-233-7564

Title of Project: **"Nuclear or Cultural Fusion"**
Type of Project: One-semester course
Grade Level: **Grades 7- 8**
Description:

This one-semester course promotes global awareness by showing why such an attitude is important and focusing on the cultures of Japan, the U.S.S.R., and Ethiopia.

Developer: **William R. Gale**
Middle School Teacher, Language Arts
South Madison Community School Corporation

School Address:
Pendleton Heights Middle School
301 South East Street
Pendleton, Indiana 46064
Telephone: 317-778-2139

Home Address:
3125 Greenbriar Road
Anderson, Indiana 46011
Telephone: 317-649-5324

Title of Project: **"Greetings From West Side Middle School"**
Type of Project: Videotape produced for sister-school
Grade Level: **Grades 7-8 in Japan**
Description:

This is a videotape about West Side Middle School produced for their sister-school in Chiba, Japan. The video shows students arriving by bus for school; attending classes, concerts, and athletic events; and eating lunch. The video will give students in Japan a better idea of the activities of an American school.

Developer: **Rosalie A. Isenbarger**
Middle School Teacher, English
Elkhart Community School Corporation

School Address:
West Side Middle School
101 Nappanee Street
Elkhart, Indiana 46514
Telephone: 219-295-4816

Home Address:
53467 Bridgetown Road
Bristol, Indiana 46507
Telephone: 219-848-7992

Title of Project: **"Foreign Language Exploratory Program"**
Type of Project: Curriculum for introductory language program
Grade Level: **Grades 7 or 8**
Description:

This course is intended as an exploratory study of the four languages of French, Spanish, German, and Japanese. Four days per week will concentrate on language development activities and one day of cultural emphasis. The languages studied will provide greater understanding of the students' native language and its relationship to the target languages. Students will develop the ability to communicate by using basic expressions in the target languages. Exposure to different cultures and customs will expand the global awareness of the students.

Developer: **Patricia B. Phelps**
High School Teacher, Spanish
South Madison Community School Corporation

School Address:
Pendleton Heights High School
R. R. 3, Jct. 67 and 38
Pendleton, Indiana 46064
Telephone: 317-778-2161, Ext. 227

Home Address:
1216 West Huntsville Road
Pendleton, Indiana 46064
Telephone: 317-778-3184

Title of Project: **"Three Days in Japan"**
Type of Project: Teaching unit
Grade Level: **Grades 7-8**
Description:

This teaching unit, which is a study of Japan, can be adapted to any country.

Developer: **Orlan L. Siebenthal**
Guidance Counselor
West Lafayette Community School Corporation

School Address:
West Lafayette Junior/Senior High School
Grant and Leslie Streets
West Lafayette, Indiana 47906
Telephone: 317-742-1021

Home Address:
759 Essex Street
West Lafayette, Indiana 47906
Telephone: 317-463-1066

Title of Project: **"Japanese Sports"**
Type of Project: Slide presentation
Grade Level: **Grades 7-8**
Description:

The project, which has been used for students and adults in the community, is a slide presentation about traditional and nontraditional Japanese sports.

Developer: **Ronald Spurlock**
Junior High Teacher, Social Studies
Fayette County School Corporation

School Address:
Connersville Junior High School
1900 Grand Avenue
Connersville, Indiana 47331
Telephone: 317-825-1139

Home Address:
1215 West Third Street
Connersville, Indiana 47331

Telephone: 317-825-2337

Title of Project: **"Comparing Sports in Japan and the U. S. A."**
Type of Project: Teaching unit
Grade Level: **Grades 7-8**
Description:

The goal of the teaching unit, to introduce sports of Japan and compare them with those in the United States, is accomplished through the use of a slide presentation, personal knowledge, and the use of sporting equipment.

Developer: **David R. Wilkerson**
Middle School Teacher, Social Studies
Center Grove Community School Corporation

School Address:
Center Grove Middle School
4900 Stones Crossing Road
Greenwood, Indiana 46143
Telephone: 317-882-9391

Home Address:
2308 S. Morgantown Road
Greenwood, Indiana 46143

Telephone: 317-888-3106

Title of Project: **"The Shogun and the Ninja"**
Type of Project: Slide presentation
Grade Level: **Grades 7-10**
Description:

This brief slide presentation (18 slides) will introduce students to Nijo Castle, home of the shogun, and to many unique security features that protected the shogun against paid assassins.

Developer: **Sue A. Sommer**
Media Specialist, Grades 9-12
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
1541 S. Main Street
Mishawaka, Indiana 46544

Telephone: 219-255-9744

Title of Project: **"Hello, Morioka!"**
Type of Project: Videotape
Grade Level: **Grades 7-12**
Description:

This 23-minute videotape, which depicts student and teacher life in Morioka, Japan, and the results of a religious field survey are used in the World Religions course.

Developer: **Richard D. Bottorff**
High School Teacher, Social Studies
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
431 Victoria Street
Mishawaka, Indiana 46544

Telephone: 219-259-3125

Title of Project: **"Cultural Studies and Japanese in the Middle School and High School Curriculum "**
Type of Project: Curriculum outline
Grade Level: **Grades 7-12**
Description:

The curriculum outline has been used to add introductory Japanese language for all eighth grade students, a cultural studies class for seventh and eighth graders, and Japanese language courses for high school students.

Developer: **Charles L. Mock**
Superintendent
South Madison Community School Corporation

School Address:
South Madison Community
School Corporation
201 South East Street
Pendleton, Indiana 46064
Telephone: 317-778-2152

Home Address:
R. R. 2, Box 134
Markleville, Indiana 46056
Telephone: 317-533-4568

Title of Project: **"Kyoto"**
Type of Project: Videotape introduction to a unit on the history of Kyoto
Grade Level: **Grades 7-12**
Description:

This 15 minute videotape presentation is designed to familiarize students with the background of Kyoto.

Developer: **Nico F. Valentijn**
Director of Media Services, Grades 9-12
Elkhart Community School Corporation

School Address:
Elkhart Central High School
One Blazer Boulevard
Elkhart, Indiana 46516
Telephone: 219-295-4747

Home Address:
2006-4 Rain Tree Drive
Elkhart, Indiana 46514
Telephone: 219-262-3733

Title of Project: **"Developing a Cultural Connection Between High School Students"**
Type of Project: Exchange program between students
Grade Level: **Grades 7-12**
Description:

Mr. Preston attempted to set up a communications exchange between students in his high school with students in a high school in Fukuoka, Japan. However, after the initial reply, nothing was receivied from the school. Mr. Preston is, currently, working on a new project.

Developer: **Harry E. Preston**
High School Teacher, Latin and Japanese
MSD Warren Township School Corporation

School Address:
Warren Central High School
9500 East Sixteenth Street
Indianapolis, Indiana 46229
Telephone: 317-898-6133

Home Address:
500 North Delbrick Lane
Indianapolis, Indiana 46229
Telephone: 317-898-6002

Title of Project: **"Learning and Teaching About Japan Day"**
Type of Project: Exercise in global understanding
Grade Level: **Grade 8**
Description:

This special day of Japanese activities was designed to generate interest and knowledge of Japan for the middle school students. Speakers, Japanese language, poetry, ikebana, origami, Japanese costumes and customs, and Japanese foods give the students a special taste of Japan and the Japanese culture.

Developer: **Anne F. Thompson**
Supervisor of Foreign Languages
Gary Community School Corporation

School Address:
1234 Cleveland Street
Gary, Indiana 46404
Telephone: 219-977-4238

Home Address:
1159 Whitcomb Street
Gary, Indiana 46404
Telephone: 219-949-9448

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HIGH SCHOOL PROJECTS

Grades 9-12

Title of Project: **"Teaching Units: Geography, Gestures and Sounds, The School Day"**
Type of Project: Teaching units
Grade Level: **Grades K-12**
Description:

Teaching units with suggested activities have been developed on geography, gestures and sounds, and the school day of Japan. Slides can be easily incorporated.

Developer: **Rocco Fuschetto**
High School Teacher, Foreign Language
Mt. Pleasant Community School Corporation

School Address:
Yorktown High School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-7706

Home Address:
3501 Johnson Circle
Muncie, Indiana 47304
Telephone: 317-288-7689

Title of Project: **"Japanese Culture Infused Into French Language Classes"**
Type of Project: Learning packet of activities which any language teacher can use for introducing Japanese culture
Grade Level: **Grades K-12**
Description:

Selected communication activities around given themes are taught throughout the year. The document outlines ways in which the language teacher might also teach/introduce Japanese culture. The format is an outline giving objectives and activities for each of several themes.

Developer: **Frankie W. McCullough**
High School Teacher, French
Gary Community School Corporation

School Address:
West Side High School
Ninth Avenue and Gerry Street
Gary, Indiana 46406
Telephone: 219-977-2999

Home Address:
2008 West 19th Street
Gary, Indiana 46404
Telephone: 219-944-8963

Title of Project: **"Shinto Mythology"**
Type of Project: Introduction to a teaching unit
Grade Level: **Grades K-12**
Description:

The project provides an introduction into the Shinto mythology of Japan and the possibility of relating it to previous instruction of the mythologies of Greece, Rome, etc. This project enables students to gain a more knowledgeable understanding of other people through the study of their beliefs, customs, and folklore.

Developer: **Sara H. Nelson**
High School Teacher, Spanish
Gary Community School Corporation

School Address:
Horace Mann High School
524 Garfield Street
Gary, Indiana 46404
Telephone: 219-886-1445

Home Address:
211 Spectacle Drive
Valparaiso, Indiana 46383
Telephone: 219-462-1610

Title of Project: **"Three Major Periods in Japanese History: Classical, Feudal, Modern"**
Type of Project: Teaching units to encourage the inclusion of Japan in the social studies curriculum
Grade Level: **Grades K-12**
Description:

This project reflects one approach to teaching and learning about Japan in the public schools. All units are organized in a similar fashion, and include: a statement of rationale for studying the topic, specific goals and objectives, activities, media and print, evaluation, conclusions, and suggestions. The project includes a video/slide presentation.

Developer: **Robert E. Redding**
Media Specialist, High School
Gary Community School Corporation

School Address:
West Side High School
Ninth Avenue and Gerry Street
Gary, Indiana 46406
Telephone: 219-977-2100 Ext. 65

Home Address:
1936 Hanley Street, Apt. 344
Gary, Indiana 46406
Telephone: 219-944-2023

Title of Project: **"Japan: Holidays, Festivals, Celebrations"**
Type of Project: Integration of international perspectives into a unit
Grade Level: **Grades K-12**
Description:

This unit features a map and calendar of celebrations; detailed description of holidays with background, customs, and the history behind each holiday; and related classroom activities.

Developer: **Bruce A. Rogers**
Elementary Teacher, Grade 6
Elkhart Community Schools

School Address:
Osolo Elementary School
24975 CR 6 E
Elkhart, Indiana 46514
Telephone: 219-262-5590

Home Address:
58046 CR 117
Goshen, Indiana 46526

Telephone: 219-875-8428

Title of Project: **"A School City of Mishawaka Cultural Directory"**
Type of Project: Listing of local speakers
Grade Level: **Grades K-12**
Description:

This directory lists members of the Mishawaka community who are willing to share their experiences from abroad.

Developer: **Sue A. Sommer**
Media Specialist, Grades 9-12
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
1541 S. Main Street
Mishawaka, Indiana 46544

Telephone: 219-255-9744

Title of Project: **"A Touch of the Orient in West Lafayette"**
Type of Project: Plan for an oriental garden
Grade Level: **Grades K-12 and adults**
Description:

This is a plan to construct a landscaped area on school grounds reflecting the Eastern culture. Several slides and prints have been collected to illustrate typical Japanese and Chinese gardens and landscape. Local landscape architects and residents from Japan have been consulted in planning the garden design.

Developer: **Charles R. Banning**
Assistant Superintendent
West Lafayette Community School Corporation

School Address:
West Lafayette Community
School Corporation
1130 N. Salisbury
West Lafayette, Indiana 47906
Telephone: 317-743-9631

Home Address:
618 Kent Avenue
West Lafayette, Indiana 47906
Telephone: 317-463-3230

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Three-year plan for integration of international education and a community awareness slide presentation
Grade Level: **Grades K-12 and adults**
Description:

This two-fold project consists of a long-range plan for the incorporation of the Japanese language and Asian Cultures courses at the secondary level and the incorporation of Japanese cultural activities at the elementary level. The slide presentation was developed to use for public awareness of the project. The purpose of the project, the team's activities, the need for international education, and a brief overview of Japan and its culture are included.

Developer: **Arlene R. Bliven**
Director of Curriculum
Fayette County School Corporation

School Address:
Fayette County School Corporation
The Resource Center
306 West Sixteenth Street
Connersville, Indiana 47331-2806
Telephone: 317-827-0191

Home Address:
Route 2, Box 211
Connersville, Indiana 47331
Telephone: 317-825-7059

Title of Project: **"Teaching and Learning About Japan"**
Type of Project: Presentation on culture and life in Japan
Grade Level: **Grades K-12 and adults**
Description:

The project is a slide series/audiotape presentation on culture and life in Japan. It presents a personalized view of Japan as our group of Indiana educators experienced it and came to understand its culture in the summer of 1987. It is intended to supplement the K-12 curriculum in the Greencastle Community Schools. Its main function is to introduce a program of outreach to the community's American and Japanese residents.

Developer: **Janett Boling**
Assistant Superintendent
Greencastle Community School Corporation

School Address:
Greencastle Community
School Corporation
522 Anderson Street
Miller Education Center
Greencastle, Indiana 46135
Telephone: 317-653-9771

Home Address:
R. R. 4, Box 660
Greencastle, Indiana 46135
Telephone: 317-653-9573

Title of Project: **"Informing the Community About Japan and Japanese Education"**
Type of Project: Community outreach activity
Grade Level: **Grades K-12 and adults**
Description:

The presentation, which uses approximately 100 slides from the summer trip to Japan along with artifacts and items from Japan, contrasts Japanese life and education to the culture of the United States. The differences are discussed and the positive features about these differences are examined. The need for international education - to understand, to appreciate, and to survive in a global economy - are explained. The goal of the project is to create a more positive environment for Japanese and multi-cultural instruction in schools.

Developer: **E. Lee Webb**
Superintendent
Center Grove Community School Corporation

School Address:
Center Grove Community
School Corporation
2929 South Morgantown Road
Greenwood, Indiana 46143
Telephone: 317-881-9326

Home Address:
4050 Lucky Lane
Greenwood, Indiana 46142
Telephone: 317-881-2668

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Title of Project: **"The Traditional Japanese House"**
Type of Project: Teaching unit
Grade Level: **Grades 1-12**
Description:

The slide/tape program can be used as a teaching unit in a Japanese language class or in other classes to teach about the Japanese culture. Students learn about the life-style of the Japanese people as reflected in the construction of their homes.

Developer: **Raymond A. McGlothlin**
High School Teacher, Foreign Language
Lafayette School Corporation

School Address:
Jefferson High School
1801 South 18th Street
Lafayette, Indiana 47905
Telephone: 317-474-3434

Home Address:
1019 South 12th Street
Lafayette, Indiana 47905

Telephone: 317-742-2671

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audio tapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Sherry L. Anderson**
Elementary Teacher, Grade 6
Fayette County School Corporation

School Address:
Burtsfield Elementary School
1800 North Salisbury
West Lafayette, Indiana 47906
Telephone: 317-497-0072

Home Address:
1316 Catula
Lafayette, Indiana 47905

Telephone: 317-477-7216

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audio tapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Jan W. Doi**
Elementary Teacher, Grade 4
School City of Mishawaka

School Address:
LaSalle Elementary School
1511 Milburn Boulevard
Mishawaka, Indiana 46544
Telephone: 219-258-3044

Home Address:
11945 Penn Road,
Mishawaka, Indiana 46545

Telephone: 219-255-8387

Title of Project: **"Aesthetics in Japanese Everyday Life"**
Type of Project: Slides, artifacts, and lecture
Grade Level: **Grades 2-12 and adults**
Description:

Elementary Art Classes: A slide show is used to introduce the topic. Artifacts are shown and discussed. Student understanding is evaluated through the classification of ten items. Art products are created with a Japanese theme: family crests, haiku illustrations, and blockprints.

Adult Slide/Lecture: Shows examples of architecture, arts and crafts, tools and utensils, gardens, etc. The script briefly points out major ideas and compares and contrasts items where possible.

Developer: **Janet S. Guinn**
Elementary Teacher, Arts/Crafts
Mt. Pleasant Township Community School Corporation

School Address:
Pleasant View Elementary School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-6670

Home Address:
R. R. 1, Box 329-A
Yorktown, Indiana 47396

Telephone: 317-759-9638

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Title of Project: **"Providing a Healthy Environment in Japan"**
Type of Project: Integration of international perspectives
Grade Level: **Grades 4-12**
Description:

This material on the geography and environmental quality of Japan can be integrated into other topics and subject areas or can be used as part of a unit on Japan. By using the slides, maps, problem-solving situations, table of interdependencies, and paragraph writing activities, the students learn about Japan's geography, life-style, and environmental needs and can compare them to their own.

Developer: **Gretchen N. Paprocki**
Elementary Teacher, Grade 4
Tippecanoe School Corporation

School Address:
Mayflower Mill Elementary School
200 East 500 South
Lafayette, Indiana 47905
Telephone: 317-538-3875

Home Address:
1240 Sunset Drive
Lafayette, Indiana 47905
Telephone: 317-474-5067

Title of Project: **"Introduction to Japanese Language Program"**
Type of Project: Implementation plan
Grade Level: **Grades 4-12**
Description:

This project is a design for instituting Japanese language studies in a large urban school system without disturbing the scope and sequence of the existing foreign language program.

Developer: **Anne F. Thompson**
Supervisor of Foreign Languages
Gary Community School Corporation

School Address:
1234 Cleveland Street
Gary, Indiana 46404
Telephone: 219-977-4238

Home Address:
1159 Whitcomb Street
Gary, Indiana 46404
Telephone: 219-949-9448

Title of Project: **"Japanese Life Style"**
Type of Project: Videotape
Grade Level: **Grades 4-12 and adults**
Description:

This one-hour long documentary videotape with narrative focuses on the education, religion, family life, transportation, and leisure time activities of the Japanese people.

Name: **Robert D. Smith**
Assistant Superintendent
School City of Mishawaka

School Address:
School City of Mishawaka
Administrative Center
1402 South Main Street
Mishawaka, Indiana 46544
Telephone: 219-258-3000

Home Address:
1518 Medford Lane
Mishawaka, Indiana 46544

Telephone: 219-256-0371

Title of Project: **"Japanese Food: A Distinctive Tradition"**
Type of Project: Teaching unit with slide/tape presentation
Grade Level: **Grades 4-12 and adults**
Description:

Part I: Slide/tape presentation on foods of Japan with follow-up presentation of artifacts and information related to eating in Japan.
Part II: Narrated slide presentation about Tokyo.
Part III: Narrated slide presentation about the people of Japan.
Part IV: Narrated slide presentation about schools visited in Fukuoka Prefecture.

Developer: **Kathy Wright**
Media Specialist, Elementary Level
Rushville Consolidated School Corporation

School Address:
Mays Elementary School
P. O. Box 85
Mays, Indiana 46155
Telephone: 317-645-5035

Home Address:
Route 1, Box 127A
Manilla, Indiana 46150

Telephone: 317-525-9054

Title of Project: **"Western Influence on the Japanese Family"**
Type of Project: Instructional materials to be integrated in teaching units on Japan
Grade Level: **Grades 5-8 / 10-12**
Description:

The slide/script program develops an awareness of the customs of others and helps students understand the interrelatedness of world communities. Students not only gain knowledge of traditional Japanese culture, but they also learn how the Japanese have acquired and adjusted to Western influences on the family.

Developer: **Barbara L. Taliaferro**
High School Teacher, Social Studies
Gary Community School Corporation

School Address:
Roosevelt High School
730 West 25th Avenue
Gary, Indiana 46407
Telephone: 219-881-1500

Home Address:
230 Glen Park Avenue
Gary, Indiana 46408

Telephone: 219-884-5952

Title of Project: **"Shinto and Buddhism: Beliefs and Architecture of These Two Great Japanese Faiths"**
Type of Project: Teaching unit
Grade Level: **Grades 5-12**
Description:

This unit of study presents some significant facts about Japan's two major religions, and will help students to develop an awareness that people living in different parts of the world have different cultures, and their spiritual needs are met in various ways. The 56 slides and accompanying narration compare the beliefs and architectural features of the temples and shrines that characterize each respective religion. Designed to supplement the social studies curriculum, this unit can extend from a few days to a week, depending upon the depth of learning desired. Models of a torii gate, a Shinto shrine, and a Buddhist temple were bought or constructed as part of this project.

Developer: **John Kachur**
Elementary Teacher, Grade 5
Gary Community School Corporation

School Address:
Pittman Square School Annex
4460 Delaware Street
Gary, Indiana 46409
Telephone: 219-980-6354

Home Address:
7733 Carolina Place
Merrillville, Indiana 46410

Telephone: 219-769-7720

Title of Project: **"Useful Ideas From Japan"**
Type of Project: Videotape
Grade Level: **Grades 6-12**
Description:

This 20-minute videotape compares and contrasts ways of doing things in Japan and the United States. Some of these are business activities and some are activities in everyday life.

Developer: **Mary McGarrah**
Middle School Teacher, Foreign Language
Evansville-Vanderburgh School Corporation

School Address:
Princeton Community High School
Old Highway 41 North
Princeton, Indiana 47670
Telephone: 812-385-2591

Home Address:
203 South Fairlawn
Evansville, Indiana 47714

Telephone: 812-473-1797

Title of Project: **"Cross-Culture Simulation"**
Type of Project: Simulation exercise
Grade Level: **Grades 6-12**
Description:

This simulation was developed to provide an awareness and global interconnectedness for students. By using the simulation exercise in traveling to a "foreign" culture, the students learn how to fit in, to be diplomatic, and to adapt to new situations.

Developer: **Mary Ellen Whitinger**
Middle School Teacher, English and Gifted/Talented
Anderson Community School Corporation

School Address:
North Side Middle School
1815 Indiana Avenue
Anderson, Indiana 46012
Telephone: 317-644-2055

Home Address:
1011 Van Buskirk Road
Anderson, Indiana 46011

Telephone: 317-642-3120

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Informational slide presentation
Grade Level: **Grades 6-12 and adults**
Description:

The project is a 120-slide presentation which discusses all phases of the Learning and Teaching About Japan project. The main focus of the presentation is the actual trip to Japan with emphasis on the life style, culture, schools, and people encountered, etc. An overview of the project, its purposes, and goals are given.

Developer: **Elizabeth A. Handley**
Media Specialist, Junior High
Fayette County School Corporation

School Address:
Connersville Junior High School
1900 Grand Avenue
Connersville, Indiana 47331
Telephone: 317-825-1139

Home Address:
700 West Third Street
Connersville, Indiana 47331
Telephone: 317-825-4278

Title of Project: **"The Shogun and the Ninja"**
Type of Project: Slide presentation
Grade Level: **Grades 7-10**
Description:

This brief slide presentation (18 slides) will introduce students to Nijo Castle, home of the shogun, and to many unique security features that protected the shogun against paid assassins.

Developer: **Sue A. Sommer**
Media Specialist, Grades 9-12
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
1541 S. Main Street
Mishawaka, Indiana 46544
Telephone: 219-255-9744

Title of Project: **"Hello, Morioka!"**
Type of Project: Videotape
Grade Level: **Grades 7-12**
Description:

This 23-minute videotape, which depicts student and teacher life in Morioka, Japan, and the results of a religious field survey are used in the World Religions course.

Developer: **Richard D. Bottorff**
High School Teacher, Social Studies
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, IN 46544
Telephone: 219-258-3010

Home Address:
431 Victoria Street
Mishawaka, IN 46544

Telephone: 219-259-3125

Title of Project: **"Cultural Studies and Japanese in the Middle School and High School Curriculum"**
Type of Project: Curriculum outline
Grade Level: **Grades 7-12**
Description:

The curriculum outline has been used to add introductory Japanese language for all eighth grade students, a cultural studies class for seventh and eighth graders, and Japanese language courses for high school students.

Developer: **Charles L. Mock**
Superintendent
South Madison Community School Corporation

School Address:
South Madison Community
School Corporation
201 South East Street
Pendleton, Indiana 46064
Telephone: 317-778-2152

Home Address:
R. R. 2, Box 134
Markleville, Indiana 46056

Telephone: 317-533-4568

Title of Project: **"Developing a Cultural Connection Between High School Students"**
Type of Project: Exchange program between students
Grade Level: **Grades 7-12**
Description:

Mr. Preston attempted to set up a communications exchange between students in his high school with students in a high school in Fukuoka, Japan. However, after the initial reply, nothing was received from the school. Mr. Preston is, currently, working on a new project.

Developer: **Harry E. Preston**
High School Teacher, Latin and Japanese
MSD Warren Township

School Address:
Warren Central High School
9500 East Sixteenth Street
Indianapolis, Indiana 46229
Telephone: 317-898-6133

Home Address:
500 North Delbrick Lane
Indianapolis, Indiana 46229

Telephone: 317-898-6002

Title of Project: **"Kyoto"**
Type of Project: Videotape introduction to a unit on the history of Kyoto
Grade Level: **Grades 7-12**
Description:

This 15 minute videotape presentation is designed to familiarize students with the background of Kyoto.

Developer: **Nico F. Valentijn**
Director of Media Services, Grades 9-12
Elkhart Community School Corporation

School Address:
Elkhart Central High School
One Blazer Boulevard
Elkhart, Indiana 46516
Telephone: 219-295-4747

Home Address:
2006-4 Rain Tree Drive
Elkhart, Indiana 46514

Telephone: 219-262-3733

Title of Project: **"Japanese Aesthetics (Multi-Cultural Art History)"**
Type of Project: High school course integrated into the curriculum
Grade Level: **Grades 9 - 12**
Description:

The purpose of the project was to gather examples of Japanese art (and crafts) to be used as visual aids. The crafts collection is used in the Multi-Cultural Art class and as a traveling exhibit/slide presentation used extensively throughout the school system and community.

Developer: **Robert Berry**
High School Teacher, Visual Arts
Greencastle Community School Corporation

School Address:
Greencastle High School
910 East Washington Street
Greencastle, Indiana 46135
Telephone: 317-653-9711

Home Address:
635 East Seminary Street
Greencastle, Indiana 46135

Telephone: 317-653-2283

Title of Project: **"Japanese Literature"**
Type of Project: Curriculum on Japanese literature
Grade Level: **Grades 11-12**
Description:

This semester course for high school students is divided into three 6-week units. Titles of the units are:

Unit 1 - Historical approach (Archaic, Asuka, Nara time periods)
Unit 2 - Study of folk legends
Unit 3 - Taisho/Showa Age

Ms. Kaemmer has an extensive library of Japanese novels which are appropriate for high school students in the study of Japanese language and Japanese literature.

Developer: **Gloria J. Kaemmer**
High School Teacher, English
Greencastle Community School Corporation

School Address:
Greencastle High School
910 East Washington
Greencastle, Indiana 46135
Telephone: 317-653-9711

Home Address:
320 Redbud Lane
Greencastle, Indiana 46135

Telephone: 317-653-2188

Title of Project: **"Land Utilization"**
Type of Project: Group presentation
Grade Level: **Grades 9-12**
Description:

This presentation describes the conflict that exists between the apparent shortage of space and the seemingly wasted space in the temples and monuments.

Developer: **Glen A. Nelson**
High School Teacher, Science
Mt. Pleasant Township Community School Corporation

School Address:
Yorktown High School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-7706

Home Address:
3909 West Clover Lane
Muncie, Indiana 47304
Telephone: 317-747-7117

Title of Project: **"Burokumin"**
Type of Project: Resource unit
Grade Level: **Grades 9-12**
Description:

This two-fold project consists of the creation of the Center for International Studies at Anderson High School and a paper on Burakumin which deals with the history and status of the pariah class in Japan since Tokugawa times. The paper is a resource unit to be part of a class on Japanese studies. The paper emphasizes that discrimination against certain peoples is a worldwide phenomenon.

Developer: **Jack B. Nicholson**
Department Head and Director of Asian Studies,
Japanese Studies, and Humanities:
Philosophy and Religion
Anderson Community School Corporation

School Address:
Anderson High School
Center for International Studies
1310 Lincoln Street
Anderson, Indiana 46016
Telephone: 317-641-2069 ext. 38

Home Address:
2316 Shady Lane
Anderson, Indiana 46011
Telephone: 317-644-0407

Title of Project: **"Japan: Its Culture and Its People"**
Type of Project: Development of resources for history, English, and Japanese language courses
Grade Level: **Grades 9-12**
Description:

The project includes videos, slide presentations, and various teaching units on the following topics: religion, transportation, living style, foods, education, literature, and city versus country life-styles.

Developer: **Elizabeth Alene Roberts**
Secondary Teacher, English
Rushville Consolidated School Corporation

School Address:
Rushville Cons. High School
Lions Path
Rushville, Indiana 46173
Telephone: 317-932-3901

Home Address:
3846 South 800 East
Greenfield, Indiana 46140
Telephone: 317-462-7007

Title of Project: **"Growing Up in Japan"**
Type of Project: Teaching unit on Japanese culture
Grade Level: **Grades 9-12 and adults**
Description:

This unit, which consists of a videotape with a musical background but no narration, teaches about the socialization process, gender differences in Japanese children, and family life. Charts and graphs, summarizing results from a survey that was conducted during Phase II, focus on family interactions.

Developer: **Debra L. (Senff) Yates**
High School Teacher, Social Studies
Elkhart Community School Corporation

School Address:
Elkhart Memorial High School
2608 California Road
Elkhart, Indiana 46514
Telephone: 219-262-5600

Home Address:
R. R. 2, Box 109A
Middletown, Indiana 47356
Telephone: 317-533-6585

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Title of Project: **"A Hoosier's View of Japan"**
Type of Project: Slide/lecture or videotape about Japan
Grade Level: **Grades 10-12 and adults**
Description:

This videotape or slide presentation with narration is used to enhance the high school or adult audience's general knowledge about Japan.

Developer: **Peggy D. Cowen**
Director of Curriculum and Instruction
Elkhart Community School Corporation

School Address:
Elkhart Community Schools
2720 California Road
Elkhart, Indiana 46514
Telephone: 219-262-5559

Home Address:
10425 Vestula Road
Osceola, Indiana 46561
Telephone: 219-674-8697

Title of Project: **"Choices: A Unit of Study on Nuclear Power"**
Type of Project: Unit of study on peace
Grade Level: **Grades 11-12**
Description:

This unit of study explores the history and use of the atomic bomb, the events at Hiroshima, and the results of surveys that the developer conducted in Japan.

Developer: **Patricia D. Helms**
Secondary Teacher, Grades 7-12
Mt. Pleasant Township Community School Corporation

School Address:
Yorktown High School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-7706

Home Address:
4604 West Peachtree Lane
Muncie, Indiana 47304
Telephone: 317-288-7154

Title of Project: **"Japanese Women: Today and Tomorrow"**
Type of Project: Teaching unit
Grade Level: **Grades 11-12**
Description:

This teaching unit explains to the students the changes occurring in Japanese society today. Hopefully, this will stir interest in the changing role of women all over the world as well as in the United States.

Developer: **Jeanne A. Hodgin**
High School Teacher, French & Spanish
Center Grove Community School Corporation

School Address:
Center Grove High School
2717 South Morgantown Road
Greenwood, Indiana 46143
Telephone: 317-881-0581

Home Address:
1109 Stafford Road
Plainfield, Indiana 46168
Telephone: 317-839-5512

Title of Project: **"The Constitutions of Japan and the U. S. - A Comparison"**
Type of Project: Teaching unit
Grade Level: **Grades 11-12**
Description:

The teaching unit, which is 2-3 days in length, contains:

a. a copy of the Japanese Constitution
b. a copy of the U. S. Constitution
c. questions designed to have students compare and contrast the two constitutions
d. bibiography of sources

The goal of the project is to create an awareness of differences and similarities in the constitutions of the two nations.

Developer: **Don L. Hunter**
High School Teacher, Social Studies
Evansville-Vanderburgh School Corporation

School Address:
Bosse High School
1300 Washington Avenue
Evansville, Indiana 47714
Telephone: 812-477-1661

Home Address:
38 Oak Meadow
Evansville, Indiana 47711
Telephone: 812-867-6505

Title of Project: **"An Instructional Unit of Japanese Literature for American High School Students"**
Type of Project: Teaching unit on Japanese literature
Grade Level: **Grades 11-12**
Description:

This teaching unit in outline format includes the following components: a preface/preparation section; suggestions for opening activities; suggestions for introductory/background material; study and discussion options for early Japanese writing, poetry, short stories, and contemporary/modern novels; topics for student research and reports; other suggested activities; a vocabulary list; and a bibliography of references and sources.

Developer: **Howard A. Wallace**
High School Teacher, Science
South Bend Community School Corporation

School Address:
Clay High School
19131 Darden Road
South Bend, Indiana 46637
Telephone: 219-272-3400

Home Address:
1976 Briar Way
South Bend, Indiana 46614
Telephone: 219-288-3751

Title of Project: **"Japan and the United Kingdom: A Comparison"**
Type of Project: Teaching unit
Grade Level: **Grade 12**
Description:

The goal of this teaching unit, which compares the United Kingdom and Japan, is to develop an awareness of the nations along the Pacific "rim" - especially Japan.

Developer: **David R. Robertson**
High School Teacher, Social Studies
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

Home Address:
13908 Scout Lane
Mishawaka, Indiana 46544
Telephone: 219-255-6910

Title of Project: **"The Performing Arts of Japan: From Miyako Odori to Butoh"**
Type of Project: Teaching unit
Grade Level: **Grade 12 and adults**
Description:

This teaching unit introduces the students to five kinds of Japanese theatre. Eighty slides and an audiotape are available for a 40-minute presentation of Gagaku, Noh and Kyogen, Bunraku, Kabuki, and Japanese modern theatre. Japanese terms and names of plays and characters are used as appropriate for an audience comprised primarily of those who speak English as their first language. A teacher's guide with discussion questions and activities accompanies the unit.

Developer: **Charlotte A. McGaw**
Assistant Superintendent
Lafayette School Corporation

School Address:
Lafayette School Corporation
2300 Cason Street
Lafayette, Indiana 47904
Telephone: 317-448-4640

Home Address:
10 White Tail Lane
Lafayette, Indiana 47905

Telephone: 317-447-7508

OUTREACH PROJECTS

Adult Groups

Title of Project: **"A Touch of the Orient in West Lafayette"**
Type of Project: Plan for an oriental garden
Grade Level: **Grades K-12 and adults**
Description:

This is a plan to construct a landscaped area on school grounds reflecting the Eastern culture. Several slides and prints have been collected to illustrate typical Japanese and Chinese gardens and landscape. Local landscape architects and residents from Japan have been consulted in planning the garden design.

Developer: **Charles R. Banning**
Assistant Superintendent
West Lafayette Community School Corporation

School Address:
West Lafayette Community
School Corporation
1130 N. Salisbury
West Lafayette, Indiana 47906
Telephone: 317-743-9631

Home Address:
618 Kent Avenue
West Lafayette, Indiana 47906
Telephone: 317-463-3230

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Three-year plan for integration of international education and a community awareness slide presentation
Grade Level: **Grades K-12 and adults**
Description:

This two-fold project consists of a long-range plan for the incorporation of the Japanese language and Asian Cultures courses at the secondary level and the incorporation of Japanese cultural activities at the elementary level. The slide presentation was developed to use for public awareness of the project. The purpose of the project, the team's activities, the need for international education, and a brief overview of Japan and its culture are included.

Developer: **Arlene R. Bliven**
Director of Curriculum
Fayette County School Corporation

School Address:
Fayette County School Corporation
The Resource Center
306 West Sixteenth Street
Connersville, Indiana 47331-2806
Telephone: 317-827-0191

Home Address:
Route 2, Box 211
Connersville, Indiana 47331
Telephone: 317-825-7059

Title of Project: **"Teaching and Learning About Japan"**
Type of Project: Presentation on culture and life in Japan
Grade Level: **Grades K-12 and adults**
Description:

The project is a slide series/audio tape presentation on culture and life in Japan. It presents a personalized view of Japan as our group of Indiana educators experienced it and came to understand its culture in the summer of 1987. It is intended to supplement the K-12 curriculum in the Greencastle Community Schools. Its main function is to introduce a program of outreach to the community's American and Japanese residents.

Developer: **Janett Boling**
Assistant Superintendent
Greencastle Community School Corporation

School Address:
Greencastle Community
School Corporation
522 Anderson Street
Miller Education Center
Greencastle, Indiana 46135
Telephone: 317-653-9771

Home Address:
R. R. 4, Box 660
Greencastle, Indiana 46135
Telephone: 317-653-9573

Title of Project: **"Informing the Community About Japan and Japanese Education"**
Type of Project: Community outreach activity
Grade Level: **Grades K-12 and adults**
Description:

The presentation, which uses approximately 100 slides from the summer trip to Japan along with artifacts and items from Japan, contrasts Japanese life and education to the culture of the United States. The differences are discussed and the positive features about these differences are examined. The need for international education - to understand, to appreciate, and to survive in a global economy - are explained. The goal of the project is to create a more positive environment for Japanese and multi-cultural instruction in schools.

Developer: **E. Lee Webb**
Superintendent
Center Grove Community School Corporation

School Address:
Center Grove Community
School Corporation
2929 South Morgantown Road
Greenwood, Indiana 46143
Telephone: 317-881-9326

Home Address:
4050 Lucky Lane
Greenwood, Indiana 46142
Telephone: 317-881-2668

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audio tapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Sherry L. Anderson**
Elementary Teacher, Grade 6
Fayette County School Corporation

School Address:
Burtsfield Elementary School
1800 North Salisbury
West Lafayette, Indiana 47906
Telephone: 317-497-0072

Home Address:
1316 Catula
Lafayette, Indiana 47905
Telephone: 317-477-7216

Title of Project: **"A Day in the Life"**
Type of Project: Slide presentation with narrative script or videotape
Grade Level: **Grades 2-12 and adults**
Description:

This 80-slide program with printed narrative compares and contrasts a school-age child in Japan with American children. A video edition of the program is also available. Three large boxes of materials may be used with the presentation to provide hands-on experiences with clothing, toys and games, maps, postcards, and audio tapes. Teaching materials and the "Video Letters from Japan" series accompany the boxes.

Developer: **Jan W. Doi**
Elementary Teacher, Grade 4
School City of Mishawaka

School Address:
LaSalle Elementary School
1511 Milburn Boulevard
Mishawaka, Indiana 46544
Telephone: 219-258-3044

Home Address:
11945 Penn Road,
Mishawaka, Indiana 46545

Telephone: 219-255-8387

Title of Project: **"Aesthetics in Japanese Everyday Life"**
Type of Project: Slides, artifacts, and lecture
Grade Level: **Grades 2-12 and adults**
Description:

Elementary Art Classes: A slide show is used to introduce the topic. Artifacts are shown and discussed. Student understanding is evaluated through the classification of ten items. Art products are created with a Japanese theme: family crests, haiku illustrations, and blockprints.

Adult Slide/Lecture: Shows examples of architecture, arts and crafts, tools and utensils, gardens, etc. The script briefly points out major ideas and compares and contrasts items where possible.

Developer: **Janet S. Guinn**
Elementary Teacher, Arts/Crafts
Mt. Pleasant Township Community School Corporation

School Address:
Pleasant View Elementary School
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-6670

Home Address:
R. R. 1, Box 329-A
Yorktown, Indiana 47396

Telephone: 317-759-9638

Title of Project: **"Japanese Life Style"**
Type of Project: Videotape
Grade Level: **Grades 4-12 and adults**
Description:

This one-hour long documentary videotape with narrative focuses on the education, religion, family life, transportation, and leisure time activities of the Japanese people.

Developer: **Robert D. Smith**
Assistant Superintendent
School City of Mishawaka

School Address:
School City of Mishawaka
Administrative Center
1402 South Main Street
Mishawaka, Indiana 46544
Telephone: 219-258-3000

Home Address:
1518 Medford Lane
Mishawaka, Indiana 46544

Telephone: 219-256-0371

Title of Project: **"Japanese Food: A Distinctive Tradition"**
Type of Project: Teaching unit with slide/tape presentation
Grade Level: **Grades 4-12 and adults**
Description:
Part I: Slide/tape presentation on foods of Japan with follow-up presentation of artifacts and information related to eating in Japan.
Part II: Narrated slide presentation about Tokyo.
Part III: Narrated slide presentation about the people of Japan.
Part IV: Narrated slide presentation about schools visited in Fukuoka Prefecture.

Developer: **Kathy Wright**
Media Specialist, Elementary Level
Rushville Consolidated School Corporation

School Address:
Mays Elementary School
P. O. Box 85
Mays, Indiana 46155
Telephone: 317-645-5035

Home Address:
Route 1, Box 127A
Manilla, Indiana 46150

Telephone: 317-525-9054

Title of Project: **"Learning and Teaching About Japan"**
Type of Project: Slide presentation
Grade Level: **Grades 6-12 and adults**
Description:

The project is a 120-slide presentation which discusses all phases of the Learning and Teaching About Japan project. The main focus of the presentation is the actual trip to Japan with emphasis on the life style, culture, schools, and people encountered, etc. An overview of the project, its purposes, and goals are given.

Developer: **Elizabeth A. Handley**
Media Specialist, Junior High
Fayette County School Corporation

School Address:
Connersville Junior High School
1900 Grand Avenue
Connersville, Indiana 47331
Telephone: 317-825-1139

Home Address:
700 West Third Street
Connersville, Indiana 47331
Telephone: 317-825-4278

Title of Project: **"Growing Up in Japan"**
Type of Project: Teaching activities within a unit on Japanese culture
Grade Level: **Grades 9-12 and adults**
Description:

This unit, which consists of a videotape with a musical background but no narration, teaches about the socialization process, gender differences in Japanese children, and family life. Charts and graphs, summarizing results from a survey that was conducted during Phase II, focus on family interactions.

Developer: **Debra L. (Senff) Yates**
High School Teacher, Social Studies
Elkhart Community School Corporation

School Address:
Elkhart Memorial High School
2608 California Road
Elkhart, Indiana 46514
Telephone: 219-262-5600

Home Address:
R. R. 2, Box 109A
Middletown, Indiana 47356
Telephone: 317-533-6585

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Title of Project: **"A Hoosier's View of Japan"**
Type of Project: Slide/lecture or videotape about Japan
Grade Level: **Grades 10-12 and adults**
Description:

This videotape or slide presentation with narration is used to enhance the high school or adult audience's general knowledge about Japan.

Developer: **Peggy D. Cowen**
Director of Curriculum and Instruction
Elkhart Community School Corporation

School Address:
Elkhart Community Schools
2720 California Road
Elkhart, Indiana 46514
Telephone: 219-262-5559

Home Address:
10425 Vestula Road
Osceola, Indiana 46561
Telephone: 219-674-8697

Title of Project: **"The Performing Arts of Japan: From Miyako Odori to Butoh"**
Type of Project: Teaching unit
Grade Level: **Grade 12 and adults**
Description:

This teaching unit introduces the students to five kinds of Japanese theatre. Eighty slides and an audiotape are available for a 40-minute presentation of Gagaku, Noh and Kyogen, Bunraku, Kabuki, and Japanese modern theatre. Japanese terms and names of plays and characters are used as appropriate for an audience comprised primarily of those who speak English as their first language. A teacher's guide with discussion questions and activities accompanies the unit.

Developer: **Charlotte A. McGaw**
Assistant Superintendent
Lafayette School Corporation

School Address:
Lafayette School Corporation
2300 Cason Street
Lafayette, Indiana 47904
Telephone: 317-448-4640

Home Address:
10 White Tail Lane
Lafayette, Indiana 47905
Telephone: 317-447-7508

Title of Project: **Community Outreach**
Type of Project: Slide presentation
Grade Level: **Adult community and school groups**
Description:

Several slide presentations have been developed on various aspects of the Learning and Teaching About Japan project and the school corporation's initiatives to internationalize the curriculum. A slide presentation focusing on education in Japan has also been developed. The presentations range from 15 to 60 minutes in length.

Developer: **Barbara A. Underwood**
Assistant Superintendent
Mt. Pleasant Township Community School Corporation

School Address:
Mt. Pleasant Township
Community Schools
700 East Smith Street
Yorktown, Indiana 47396
Telephone: 317-759-8230

Home Address:
2201 West Village Drive
Muncie, Indiana 47304
Telephone: 317-288-6239

Title of Project: **"Comparing and Contrasting U. S. and Japanese Education"**
Type of Project: Investigative research project and slide presentation
Grade Level: **Adults**
Description:

A slide presentation highlights the educational values of Japanese education. First-hand observations in Japan, "readings" given at Earlham, lecture notes, and books on Japanese education provide information and material for the project. Emphasis on the Japanese family and value system as integral positive components of education are emphasized, as well as curriculum components, teaching structures, etc.

Developer: **Johanna M. Leda-Starczewski**
Elementary Teacher, Grade 6 Gifted and Talented
South Bend Community School Corporation

School Address:
John F. Kennedy Elementary School
609 North Olive Street
South Bend, Indiana 46628
Telephone: 219-8868

Home Address:
147 North Gladstone Avenue
South Bend, Indiana 46619
Telephone: 219-232-7232

Title of Project: **"Gardens of Japan"**
Type of Project: Paper about Japanese gardens
Grade Level: **Adults**
Description:

This paper gives an overview of the meanings and styles of Japanese gardens.

Developer: **Carol J. Rew**
ESL Teacher, Grades 5-12
West Lafayette Community School Corporation

School Address:
Burtsfield School
Grant and Leslie Streets
West Lafayette, Indiana 47906
Telephone: 317-743-9502

Home Address:
472 North Salisbury
West Lafayette, Indiana 47906

Telephone: 317-743-1967

Title of Project: **"Japan: The Earlham Way"**
Type of Project: Slide presentation or video
Grade Level: **Adults**
Description:

This 86-slide program presents an overview of the developer's experiences in the Learning and Teaching About Japan program.

Developer: **Sue A. Sommer**
Media Specialist, Grades 9-12
School City of Mishawaka

School Address:
Mishawaka High School
1202 Lincoln Way East
Mishawaka, Indiana 46544
Telephone: 219-258-3010

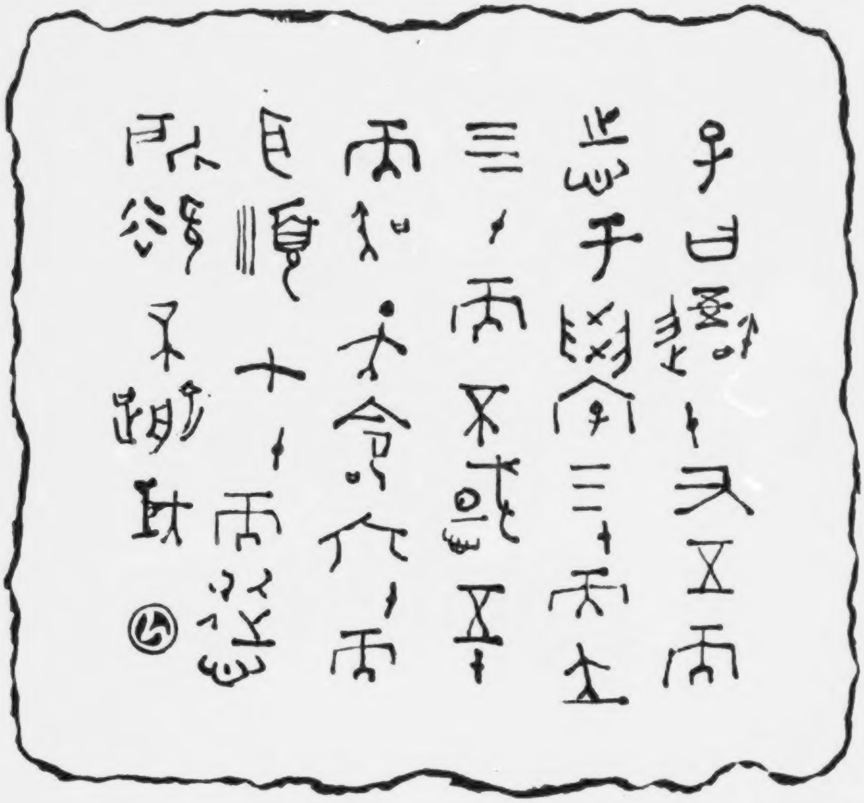
Home Address:
1541 S. Main Street
Mishawaka, Indiana 46544

Telephone: 219-255-9744

LEARNING AND TEACHING ABOUT JAPAN

IN INDIANA SCHOOLS

LANGUAGE COMPONENT



JAPANESE LANGUAGE TEACHING

I. *GOALS*

Current foreign language education emphasizes communication and context. Too often traditional language instruction has separated language from communication and context. This has often generated a misconception of language learning as a dull and repetitive memorization of unfamiliar forms and vocabulary.

In addition, in the past, many people believed that Japanese was an exotic and difficult language to learn. Today, Japanese is becoming established as a language which people can associate with their daily life.

It has been our goal to implement this new, more effective way of learning in the Japanese language programs of the participating school corporations of the Learning and Teaching About Japan Project. It is also our goal to recruit and train Japanese language teachers who can conduct language classes in such a way that students can engage in effective communication from the first day of class.

II. *JAPANESE LANGUAGE TEACHERS*

The following qualities for a Japanese language teacher were identified as criteria for recruiting and training teacher candidates for participating school corporations:

A. A Japanese language teacher must have a high command of Japanese in four skills: speaking, listening, reading, and writing. In addition, the candidate must have good communication skills in order to respond effectively to class and student needs.

B. A Japanese teacher candidate must have knowledge of language pedagogy in order to develop teaching techniques and materials for various classes. She or he must also have extensive experience with Japanese culture and people so that objective and positive images of Japan are conveyed to students, schools, and communities.

C. A Japanese teacher candidate must be willing to work in multiple capacities and enjoy working with students, teachers, and people in the communities.

D. It is important that a Japanese teacher have prior teaching experience so that initial problems of handling students and classes can be minimized.

III. *RECRUITING TEACHER CANDIDATES*

Three categories of people were considered in seeking potential Japanese teacher candidates:

- an American national who was born in Japan, with native or near native fluency in Japanese and an understanding of its culture, and has some teaching experience
- an American national who studied Japanese either in the United States or Japan, has extensive knowledge of and experience with Japanese language and culture, and has some teaching experience
- a Japanese national who is fluent in English, has extensive knowledge of American culture and education, and has some teaching experience

Prospective teachers were recruited mostly through personal contacts and connections that Earlham College has established in this country and in Japan. There were several direct responses from individuals to the Institute for Education on Japan, Earlham College, from people who had heard or read about the project through TV programs, newspaper articles, and Indiana teacher groups traveling in Japan.

IV. *TEACHER SELECTION PROCESS*

The Institute developed a pool of prospective Japanese language teachers and identified a group of candidates for participating school corporations. The recommendation for individual candidates was based on first-hand knowledge and contacts with the candidates and an assessment of their personal backgrounds and credentials. The nature of the prospective Japanese language and culture programs proposed by individual school corporations was considered as an important factor.

The Institute assisted in arranging an initial contact between individual candidates and school corporations. This required special arrangements when candidates were in Japan and a direct interview of the candidates with the school officials was not possible. In addition, the Institute played the role of intermediary when appropriate to finalize the selection process of hiring teacher candidates.

At the present time, eighteen teachers are employed in Japanese programs under the Learning and Teaching About Japan Project. They all teach Japanese language classes in the high schools, and some of them have teaching certification in other subjects such as English and art. Many of the teachers also teach language and culture in middle schools and elementary schools.

V. *TEACHER TRAINING WORKSHOPS*

Teachers newly hired or assigned to teach Japanese by school corporations participated in a four-week intensive summer teacher training workshop called Japanese Language Teaching in the Schools, and two follow-up workshops in the fall and spring each year. The main goals of the summer workshop were to provide participating teachers with a theoretical framework and pedagogical principles of current foreign language education and an opportunity to practice teaching Japanese in classroom situations.

For the first two weeks, the language workshop was incorporated with a culture workshop being held concurrently for the project participants. Language teachers attended and participated in culture lectures and activities, in addition to those on language pedagogy. They assisted in language classes as teaching assistants in the classroom and as providers of language activities outside of the classroom. They also contributed to the workshop as resource persons.

For the second two weeks, they experimented with teaching plans they had prepared to use in the classes for high school students (magnet program students in Indianapolis in 1988 and Explore-A-College program students at Earlham in 1989 and 1990).

Follow-up workshops were held for participating teachers to report on Japanese courses they had started, and activities in which they had been involved in the local schools and communities. They also shared teaching materials they had prepared and discussed issues and concerns about practical teaching techniques, student discipline, and school administration. They received four semester hours of graduate credit when they completed all three workshops.

The summer workshop and the two follow-up workshops each year have given participating teachers fundamental knowledge and practical teaching materials for language education and first-hand teaching experience with high school students. Even the experienced teachers testified that the workshops opened up their eyes to new ways of dealing with Japanese language instruction. More importantly, the workshops have generated a good rapport among Japanese teachers all over the state. This cooperative spirit continues to grow. The teachers do networking and sharing of materials and ideas through regular contact by phone, letters, and visits.

VI. *JAPANESE LANGUAGE PROGRAMS*

All but one school corporation in the project have Japanese courses in their high schools on a regular basis. One school corporation has discontinued the classes this year but will offer Japanese again for the 1991-92 school year. Most of the Phase I school corporations have expanded their programs to offer three years of Japanese, the Phase II corporations are offering Japanese I and II and the Phase III corporations have their Japanese language programs started. A total of 891 high school students are currently studying the Japanese language as a result of the Learning and Teaching About Japan Project.

In addition to high school Japanese language programs, many school corporations also offer Japanese as part of FLEX programs for junior high school students. The programs vary in length from 11 days, to 4 1/2 weeks, to 9 weeks.

One school corporation offers regular Japanese language/culture instructions to elementary school children. Some school corporations provide elementary and junior high school students with mini-units of Japanese language/culture instruction conducted by their Japanese language teachers. All participating school corporations offer Japanese language and culture orientation, K-12, in various forms. Japanese language teachers are active participants in the units.

Japanese language teachers are given ample opportunities to work with local residents as well. Most teachers have given several talks, demonstrations, and slide presentations concerning Japanese education, cooking, etc. Some teachers help local business people with language instruction and cultural information. Some teachers teach Japanese in vocational schools and adult education courses.

Without exception, all of the Japanese courses have received overwhelmingly positive responses. The courses are the center of the curricula on Japan. Japanese language teachers are also playing a significant role as resource persons in the communities.

VII. *CONCLUSION*

Under the sponsorship of the Indiana Department of Education, Earlham College has completed a main textbook for beginning Japanese entitled Nihongo (see page 312 or 323). It is being used in all Learning and Teaching About Japan Project school corporations now. It has been also sent to some other institutions on request. It will be disseminated to other schools and individual teachers for further testing and evaluation soon. Exercises and audiotapes to accompany the lessons were completed during the summer of 1990. The next level of the Japanese language program are being developed and will be available for the 1992-93 school year.

Sachiko Kawakubo, Japanese language teacher for the Fayette County School Corporation, and Mark Silver, Japanese language teacher for the Gary Community School Corporation, gathered material in Japan during the summer of 1990 and are developing classroom activities using authentic materials. The materials will be available at Earlham.

It is hoped that in several years many more school corporations will be able to establish a unified Japanese language curriculum. As a result of this project, they will have available the necessary textbooks and proficiency-oriented language instruction.

Reported by -
Akiko Kakutani, Professor
Japanese Language Director
Earlham College
Richmond, Indiana 47374

TEACHER EDUCATION AND CERTIFICATION

Under the Administrative Rules of the Board of Education of Indiana, a teacher desiring certification to teach the Japanese language must complete the same basic program as a candidate for any foreign language certification. The requirements are as stated in Rule 511 IAC 10-1-20:

Foreign language major - 36 semester hours
Foreign language minor - 24 semester hours

The candidate must present competence equivalent to two (2) years of high school foreign language and only work above that level may apply toward licensing.

(a) **Course work** shall include:

(1) Language - Conversation, composition and the study of the oral and written structure of the language.
(2) Literature - Classical and contemporary.
(3) Culture and civilization - Knowledge of formal culture (civilization) and knowledge of the "lifeway" of the people in the cultures being studied.
(4) Related electives.

(b) **Coverage**: The holder of the foreign language major or minor is eligible to teach the specified language in grades 9-12 when the basic preparation level is secondary education.

(c) **Professionalization**: The major may be professionalized when the candidate has completed six (6) semester hours of the specified foreign language at the graduate level and has met the professionalization requirements for the basic preparation level of the standard license.

This minor may be professionalized when the candidate has completed twelve (12) semester hours in the specified foreign language, six (6) of which must be at the graduate level and has met the professionalization requirements for the basic preparation level of the standard license.

Three institutions in Indiana offer programs in East Asian languages for teachers: Ball State University in Muncie, Earlham College in Richmond, and Indiana University in Bloomington. Outlines of their programs appear on the following pages.

Program: **Chinese**

Competency Level: **Minor**

License Gradation: **Standard**

STATE REQUIREMENTS	INSTITUTIONAL COURSES		CREDIT HOURS
Language - Conversation	CH 101	Elementary Chinese	4
	CH 102	Elementary Chinese	4
	CH 201	Intermediate Chinese	4
	CH 202	Intermediate Chinese	4
	CH 301	Beginning Readings in Chinese	3
Literature	CH 302	Chinese Literature in English Translation	3
Culture and Civilization	Take from the following:		2-3
	HIST 495	Modern China 1800 - present (3)	
	POLS 488	Government and Politics of China (3)	
	FL 490	Independent Study (2)	
		TOTAL SEMESTER HOURS	24

BALL STATE UNIVERSITY
Muncie, Indiana

Program: **Chinese**

Competency Level: **Minor**

License Gradation: **Professional**

STATE REQUIREMENTS	INSTITUTIONAL COURSES	CREDIT HOURS
1. Hold the master's degree from an accredited institution.		
2. Complete twelve (12) semester hours in Chinese, six (6) of which must be at the graduate level.	Appropriate courses identified by the Department of Foreign Languages.	12
	Appropriate courses are courses such as the following:	
	Foreign study (advanced language, literature, culture, or history courses).	
	ANTH 541 Seminar in Regional Ethnography (3) FL 550 Guided Self-Instruction in Less Common Languages (4) FL 590 Independent Study (1-9) POLS 588 Government and Politics in China (3) POLS 594 International Relations in Asia (3)	

BALL STATE UNIVERSITY
Muncie, Indiana

Program: **Japanese**

Competency Level: **Minor**

License Gradation: **Standard**

STATE REQUIREMENTS	INSTITUTIONAL COURSES		CREDIT HOURS
Language	JAPAN 101	Elementary Japanese 1	4
	JAPAN 102	Elementary Japanese 2	4
	JAPAN 201	Intermediate Japanese 1	4
	JAPAN 202	Intermediate Japanese 2	4
Literature	JAPAN 301	Advanced Japanese 1	3
	JAPAN 302	Advanced Japanese 2	3
Culture and Civilization	Take from the following:		2-3
	HIST 496	Modern Japan 1850 - present (3)	
	FL 490	Independent Study (2)	
		TOTAL SEMESTER HOURS	24-25

BALL STATE UNIVERSITY
Muncie, Indiana

Program: **Japanese**

Competency Level: **Minor**

License Gradation: **Professional**

STATE REQUIREMENTS	INSTITUTIONAL COURSES	CREDIT HOURS
1. Hold the master's degree from an accredited institution.		
2. Complete twelve (12) semester hours in Japanese, six (6) of which must be at the graduate level.	Appropriate courses identified by the Department of Foreign Languages. Appropriate courses are courses such as the following: Foreign study (advanced language, literature, culture, or history courses). ANTH 541 Seminar in Regional Ethnography (3) FL 550 Guided Self-Instruction in Less Common Languages (4) FL 590 Independent Study (1-9) POLS 594 International Relations in Asia (3)	12

Earlham
COLLEGE

FOREIGN LANGUAGE: JAPANESE

BASIC PROGRAM OBJECTIVES

A student completing the secondary teacher certification program in the foreign languages: French, German, Spanish, or Japanese should:

- have the ability to understand the foreign language when spoken;
- have the ability to speak the foreign language effectively in direct communication with the native speakers of the culture;
- have the ability to read the foreign language with ease and enjoyment;
- have a sound knowledge of the structure of the foreign language;
- have a comprehensive knowledge of the foreign country - its geography, history, social organization, literature, and culture;
- have an understanding of American culture from the perspective of the foreign culture;
- be aware of the variety of instructional techniques and resources that will help students understand the foreign language and culture;
- be aware of various problems faced and procedures used by teachers in designing foreign language curricula for adolescents of different ability;
- be able to identify, assess, and interpret student progress in foreign language ability;
- be able to take appropriate steps to help students improve their ability to understand and use the foreign language;
- be able to organize groups of students for a variety of purposes appropriate to the foreign language classroom, e.g., language laboratory, drill, conversation, films, simulations, etc.
- have a flexibility in teaching strategies and a willingness to seek a match between students' needs and the teacher's objectives, methods, and materials;
- have a sensitivity to the impact that events and developments in the world outside the school may have on the students' understanding of the foreign culture;
- have a conviction that by helping students increase their ability to understand a foreign culture and to speak a foreign language they are helping those students to grow as human beings; and
- have a commitment to continued professional growth in teaching a foreign language.

Earlham
COLLEGE

JAPANESE LANGUAGE TEACHER CERTIFICATION

Major - 36 semester hours
Minor - 24 semester hours

Candidates must present competence equivalent to two years of high school foreign language and only work above that level may apply toward licensing. If they do not have such, six additional semester hours in beginning courses are required. Credit earned by examination and recorded on the college transcripts may be used toward fulfillment of these requirements.

MAJOR: 36 2/3 Semester Hours

STATE REQUIREMENTS	COURSES TO MEET REQUIREMENTS		HOURS
	Any four of the following courses:		
A. Language - conversation, composition and the study of the oral and written structure of the language (13 1/3 Semester Hours)	JAPN 11	Basic Japanese 1	3 1/3
	JAPN 12	Basic Japanese 2	3 1/3
	JAPN 13	Basic Japanese 3	3 1/3
	JAPN 24	Intermediate Japanese 1	3 1/3
	JAPN 25	Intermediate Japanese 2	3 1/3
	JAPN 46	Advanced Japanese	3 1/3
B. Literature - classical and contemporary (6 2/3 Semester Hours)	JAPN 47	Readings in Japanese Culture and Society	3 1/3
	ENG 28	Asian Literature	3 1/3
	Any three of the following courses;		
C. Culture and Civilization - knowledge of formal culture (civilization) and knowledge of the "life-way" of the people in the culture being studied (10 Semester Hours)	HIST 40	History of Japanese Thought (also PHIL 40)	3 1/3
	HIST 73	Traditional Japan	3 1/3
	HIST 74	Modern Japan since 1968	3 1/3
	SOAN 48	Japanese Culture and Society	3 1/3
	ECON 29	Introduction to Japanese Economics in Society	3 1/3
	POLS 58	Politics of Japan	3 1/3
	Any two of the following courses:		
D. Electives (6 2/3 Semester Hours)	ART 29	Japanese Brush Painting	3 1/3
	ID 13	Japanese Arts	3 1/3
	HIST 80	Seminar: East Asia	3 1/3
	SOAN 80	Senior Seminar for Japanese Studies Majors	3 1/3

MINOR: 26 2/3 Semester Hours

STATE REQUIREMENTS	COURSES TO MEET REQUIREMENTS		HOURS
	Any four of the following courses:		
A. Language - conversation, composition and the study of the oral and written structure of the language (13 1/3 Semester Hours)	JAPN 11	Basic Japanese 1	3 1/3
	JAPN 12	Basic Japanese 2	3 1/3
	JAPN 13	Basic Japanese 3	3 1/3
	JAPN 24	Intermediate Japanese 1	3 1/3
	JAPN 25	Intermediate Japanese 2	3 1/3
	JAPN 46	Advanced Japanese	3 1/3
B. Literature - classical and contemporary (6 2/3 Semester Hours)	JAPN 47	Readings in Japanese Culture and Society	3 1/3
	ENG 28	Asian Literature	3 1/3
	Any two of the following courses;		
C. Culture and Civilization - knowledge of formal culture (civilization) and knowledge of the "life-way" of the people in the culture being studied (6 2/3 Semester Hours)	HIST 40	History of Japanese Thought (also PHIL 40)	3 1/3
	HIST 73	Traditional Japan	3 1/3
	HIST 74	Modern Japan since 1968	3 1/3
	SOAN 48	Japanese Culture and Society	3 1/3
	ECON 29	Introduction to Japanese Economics in Society	3 1/3
	POLS 58	Politics of Japan	3 1/3

INDIANA UNIVERSITY
The Department of East Asian Languages and Cultures

PROGRAM FOR SECONDARY TEACHER CERTIFICATION IN CHINESE, JAPANESE, AND KOREAN

Indiana University-Bloomington is authorized by the Indiana State Board of Education to offer a program of secondary teacher certification in modern East Asian languages. The program is administered jointly by the School of Education and the Department of East Asian Languages and Cultures. Its objectives are to:

-- provide knowledge of the structure of an East Asian language;
-- develop listening, speaking, reading, and writing proficiency in that language;
-- give a sound background in foreign language pedagogy; and
-- instil a knowledge of East Asian literature and culture.

Candidates for the Indiana Standard Teaching License (senior high/junior high/middle school education) must take certain required courses in the following three broad categories: I. General Education - humanities (including oral and written expression), life and physical sciences, social and behavioral sciences; II. Professional Education; III. Subject Matter Concentration(s).

For information and advising on areas I and II above, please contact Dr. David W. Kinman, by writing to Education Student Services and Placement, School of Education, W.W. Wright Education Building 129, Indiana University, Bloomington, IN 47405, or by calling 812-855-5761. For advising on one of the East Asian subject matter areas (III above), please write to Director of Undergraduate Studies, East Asian Languages and Cultures, Goodbody Hall 250, Indiana University, Bloomington, IN 47405, or call 812-855-1992.

The Department of East Asian Languages and Cultures offers teaching majors in Chinese and Japanese and teaching minors in Chinese, Japanese, and Korean. The details of the requirements for each are listed on the enclosed sheets. The retention policies are stated at the bottom of this page.

RETENTION POLICIES GOVERNING THE EAST ASIAN TEACHING MAJORS AND MINORS:

Courses taken in fulfillment of the Chinese, Japanese, and Korean minor or major requirements must be completed with a grade of C- or higher.

The candidate must maintain a grade point average of at least 2.7 in language courses above the first-year level.

Students must pass a departmental proficiency examination on completion of the language requirement.

INDIANA UNIVERSITY
The Department of East Asian Languages and Cultures

CHINESE TEACHING MAJOR

The Chinese teaching major at Indiana University-Bloomington requires the completion of a minimum of 36 hours*, including 24 hours at the 300 and 400 levels. The candidate may not count any Chinese course below the 200 level towards licensing.

Language (15 to 24 hours):

C201-C202	Second-Year Chinese I-II (6 credits)** OR
C223	Intensive Second-Year Chinese (10 credits)
C301-C302	Third-Year Chinese I-II (6 credits)*** OR
C323	Intensive Third-Year Chinese (10 credits)
EDUC M445	Methods of Teaching Foreign Language (4 cr)

Literature (6 hours):

Select one course:

EALC	C361	Introduction to Classical Chinese I (3)
	C362	Introduction to Classical Chinese II (3)
	C451	Advanced Classical Chinese I (3)
	C452	Advanced Classical Chinese II (3)
	C393	Chinese Literature in Translation I (3)
	C394	Chinese Literature in Translation II (3)
CMLT	C375	Chinese-Western Literary Relations I (3)
PHIL	P374	Chinese Philosophy (3)
EALC	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Select one course:

EALC	C431	Readings in Modern Chinese Literature I (3)
	C432	Readings in Modern Chinese Literature II (3)
	E471	Twentieth-Century Chinese Literature (3)
	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Culture and Civilization (6 hours):

EALC	E251	Traditional East Asian Civilization (3)

Plus one of the following:

EALC	E232	China: The Enduring Heritage (3)
	E301	Chinese Language and Culture (3)
	E302	Geographic Patterns in China (3)
	E350	Studies in East Asian Society (3)
	E351	Studies in East Asian Culture (3)
FINA	A464	Early Chinese Art (4)
	A465	Later Chinese Art (4)
	A468	Topics in East Asian Art History (4-12)
HIST	G461	Imperial China (3)
	G462	Modern China (3)
	G463	Chinese Intellectual History (3)
POLS	Y333	Chinese Politics (3)
EALC	E495	Individual Readings (1-6)

Electives (9 hours):

Select three courses from any of the following which were not taken in fulfillment of the Literature or Culture categories:

EALC	E256	Land and Society in East Asia (3)
	E272	Buddhist Philosophy and Logic (3)
	E304	The Peoples of China (3)
	E457	Nationalism in Japan and China (3)
	E480	Elite Culture in Traditional East Asia (3)
	E481	Popular Culture in Traditional East Asia (3)
CMLT	C257	Asian Literature and the Other Arts (3)
	C265	Introduction to Oriental Poetry (3)
	C266	Introduction to Oriental Fiction (3)
	C291	Asian Film and Literature (3)
EALC	C411	Cantonese I (3)
	C412	Cantonese II (3)
	C421	Introduction to Chinese Linguistics (3)
	C423	Intensive Fourth-Year Chinese (10)
	C441	Modern Expository Chinese I (3)
	C442	Modern Expository Chinese II (3)
ECON	E311	Modern Asian Economic History (3)
FOLK	F305	Asian Folklore (3)
	F393	East Asian Folk Belief Systems (3)
HIST	H207	Modern East Asian Civilization (3)
	H208	American-East Asian Relations (3)
PHIL	P271	Issues in Oriental Philosophies (3)
REL	R350	East Asian Buddhism (3)
	R352	Religion and Literature in Asia (3) (subject to approval of advisor)
	R359	The Taoist Tradition (3)

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* Please note that the specific courses listed under each requirement are subject to change in that there may be deletions or additions as our curriculum is revised. Students must consult the appropriate advisor in EALC in determining which courses to take in fulfillment of the teaching major.

** Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature, Culture, and Electives categories.

*** Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature, Culture, and Electives categories.

INDIANA UNIVERSITY
The Department of East Asian Languages and Cultures

CHINESE TEACHING MINOR

The Chinese teaching minor at Indiana University-Bloomington requires the completion of a minimum of 24 hours*, including 12 hours at the 300 and 400 levels. The candidate may not count any Chinese course below the 200 level towards licensing.

Language (15 to 24 hours):

C201-C202	Second-Year Chinese I-II (6 credits)** OR
C223	Intensive Second-Year Chinese (10 credits)
C301-C302	Third-Year Chinese I-II (6 credits)*** OR
C323	Intensive Third-Year Chinese (10 credits)
EDUC M445	Methods of Teaching Foreign Language (4 cr)

Literature (6 hours):

Select one course:

EALC	C361	Introduction to Classical Chinese I (3)
	C362	Introduction to Classical Chinese II (3)
	C451	Advanced Classical Chinese I (3)
	C452	Advanced Classical Chinese II (3)
	C393	Chinese Literature in Translation I (3)
	C394	Chinese Literature in Translation II (3)
CMLT	C375	Chinese-Western Literary Relations I (3)
PHIL	P374	Chinese Philosophy (3)
EALC	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Select one course:

EALC	C431	Readings in Modern Chinese Literature I (3)
	C432	Readings in Modern Chinese Literature II (3)
	E471	Twentieth-Century Chinese Literature (3)
	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Culture and Civilization (3 hours):

Select one course from the following:

EALC	E232	China: The Enduring Heritage (3)
	E251	Traditional East Asian Civilization (3)
	E301	Chinese Language and Culture (3)
	E302	Geographic Patterns in China (3)
	E350	Studies in East Asian Society (3)
	E351	Studies in East Asian Culture (3)
FINA	A464	Early Chinese Art (4)
	A465	Later Chinese Art (4)
	A468	Topics in East Asian Art History (4-12)
HIST	G461	Imperial China (3)
	G462	Modern China (3)
	G463	Chinese Intellectual History (3)
POLS	Y333	Chinese Politics (3)
EALC	E495	Individual Readings (1-6)

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* Please note that the specific courses listed under each requirement are subject to change in that there may be deletions or additions as our curriculum is revised. Students must consult the appropriate advisor in EALC in determining which courses to take in fulfillment of the teaching minor.

** Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature and Culture categories.

*** Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature and Culture categories.

INDIANA UNIVERSITY
The Department of East Asian Languages and Cultures

JAPANESE TEACHING MAJOR

The Japanese teaching major at Indiana University-Bloomington requires the completion of a minimum of 36 hours*, including 24 hours at the 300 and 400 levels. The candidate may not count any Japanese course below the 200 level towards licensing.

Language (15 to 24 hours):

	J201 - J202	Second-Year Japanese I-II (6 credits)** OR
	J223	Intensive Second-Year Japanese (10 credits)
	J301 - J302	Third-Year Japanese I-II (6 credits)*** OR
	J323	Intensive Third-Year Japanese (10 credits)
EDUC	M445	Methods of Teaching Foreign Language (4 cr)

Literature (6 hours):

Select one course:

EALC	J461	Literary Japanese I (3)
	J462	Literary Japanese II (3)
	J393	Japanese Literature in Translation I (3)
	J394	Japanese Literature in Translation II (3)
	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Select one course:

EALC	E472	Modern Japanese Fiction (3)
	J431	Readings in Modern Japanese Literature I (3)
	J432	Readings in Modern Japanese Literature II (3)
CMLT	C365	Japanese-Western Literary Relations (3)
EALC	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Culture and Civilization (6 hours):

EALC	E251	Traditional East Asian Civilization (3)

Plus one course from the following:

EALC	E231	Japan: The Living Tradition (3)
	E271	Twentieth-Century Japanese Culture (3)
	E350	Studies in East Asian Society (3)
	E351	Studies in East Asian Culture (3)
	E394	Business and Public Policy in Japan (3)
	E395	Traditions in Japanese Thought (3)
	E473	History of Japanese Theatre and Drama (3)
FINA	A362	Art of Japan (3)
	A468	Topics in East Asian Art History (4-12)
HIST	G467	Traditional Japan (3)
	G468	Modern Japan (3)
HIST	G469	Miracle in Asia: Japan Since 1945 (3)
POLS	Y334	Japanese Politics (3)
REL	R357	Religions in Japan (3)
EALC	E495	Individual Readings (1-6)

Electives (9 hours):

Select three courses from any of the following which were not taken in fulfillment of the Literature or Culture categories:

EALC	E256	Land and Society in East Asia (3)
	E272	Buddhist Philosophy and Logic (3)
	E457	Nationalism in Japan and China (3)
	E480	Elite Culture in Traditional East Asia (3)
	E481	Popular Culture in Traditional East Asia (3)
CMLT	C257	Asian Literature and the Other Arts (3)
	C265	Introduction to Oriental Poetry (3)
	C266	Introduction to Oriental Fiction (3)
	C291	Asian Film and Literature (3)
EALC	J421	Introduction to Japanese Linguistics I (3)
	J422	Introduction to Japanese Linguistics II (3)
	J423	Intensive Fourth-Year Japanese (10)
	J441	Modern Expository Japanese I (3)
	J442	Modern Expository Japanese II (3)
	J451	Modern Academic & Journalistic Japanese I (3)
	J452	Modern Academic & Journalistic Japanese II (3)
ECON	E311	Modern Asian Economic History (3)
FOLK	F305	Asian Folklore (3)
	F393	East Asian Folk Belief Systems (3)
HIST	H207	Modern East Asian Civilization (3)
	H208	American-East Asian Relations (3)
PHIL	P271	Issues in Oriental Philosophies (3)
REL	R350	East Asian Buddhism (3)
	R352	Religion and Literature in Asia (3) (subject to approval of advisor)
	R359	The Taoist Tradition (3)

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* Please note that the specific courses listed under each requirement are subject to change in that there may be deletions or additions as our curriculum is revised. Students must consult the appropriate advisor in EALC in determining which courses to take in fulfillment of the teaching major.

** Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature, Culture, and Electives categories.

*** Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature, Culture, and Electives categories.

INDIANA UNIVERSITY
The Department of East Asian Languages and Cultures

JAPANESE TEACHING MINOR

The Japanese teaching minor at Indiana University-Bloomington requires the completion of a minimum of 24 hours*, including 12 hours at the 300 and 400 levels. The candidate may not count any Japanese course below the 200 level towards licensing.

Language (15 to 24 hours):

	J201 - J202	Second-Year Japanese I-II (6 credits)** OR
	J223	Intensive Second-Year Japanese (10 credits)
	J301 - J302	Third-Year Japanese I-II (6 credits)*** OR
	J323	Intensive Third-Year Japanese (10 credits)
EDUC	M445	Methods of Teaching Foreign Language (4 cr)

Literature (6 hours):

Select one course:

EALC	J461	Literary Japanese I (3)
	J462	Literary Japanese II (3)
	J393	Japanese Literature in Translation I (3)
	J394	Japanese Literature in Translation II (3)
	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Select one course:

EALC	E472	Modern Japanese Fiction (3)
	J431	Readings in Modern Japanese Literature I (3)
	J432	Readings in Modern Japanese Literature II (3)
CMLT	C365	Japanese-Western Literary Relations (3)
EALC	E351	Studies in East Asian Culture (3) (subject to approval of advisor)

Culture and Civilization (3 hours):

Select one course from the following:

EALC	E231	Japan: The Living Tradition (3)
	E251	Traditional East Asian Civilization (3)
	E271	Twentieth-Century Japanese Culture (3)
	E350	Studies in East Asian Society (3)
	E351	Studies in East Asian Culture (3)
	E394	Business and Public Policy in Japan (3)
	E395	Traditions in Japanese Thought (3)
	E473	History of Japanese Theatre and Drama (3)
FINA	A362	Art of Japan (3)
	A468	Topics in East Asian Art History (4-12)
HIST	G467	Traditional Japan (3)
	G468	Modern Japan (3)
	G469	Miracle in Asia: Japan since 1945 (3)
POLS	Y334	Japanese Politics (3)
REL	R357	Religions in Japan (3)
EALC	E495	Individual Readings (1-6)

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* Please note that the specific courses listed under each requirement are subject to change in that there may be deletions or additions as our curriculum is revised. Students must consult the appropriate advisor in EALC in determining which courses to take in fulfillment of the teaching minor.

** Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) in East Asian culture courses in addition to the requirements in the Literature and Culture categories.

*** Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) from other EALC course offerings in addition to the requirements in the Literature and Culture categories.

INDIANA UNIVERSITY
The Department of East Asian Languages and Cultures

KOREAN TEACHING MINOR

The Korean teaching minor at Indiana University-Bloomington requires the completion of a minimum of 24 hours*, including 12 hours at the 300 and 400 levels. The candidate may not count any Korean course below the 200 level towards licensing.

Language (15 to 24 hours):

K201-K202	Second-Year Korean I-II (6 credits)** OR
K223	Intensive Second-Year Korean (10 credits)
K301-K302	Third-Year Korean I-II (6 credits)*** OR
K323	Intensive Third-Year Korean (10 credits)
EDUC M445	Methods of Teaching Foreign Language (4 cr)

Literature (3 hours):

K431	Readings in Modern Korean Literature I (3)
	OR
K432	Readings in Modern Korean Literature II (3)

Culture and Civilization (3 hours):

E303	Korean Folk and Elite Cultures (3)

Electives (3 hours):

Select one course:

EALC	E251	Traditional East Asian Civilization (3)
	E256	Land and Society in East Asia (3)
	E350	Studies in East Asian Society (3)
	E351	Studies in East Asian Culture (3)
	E480	Elite Culture in Traditional East Asia (3)
	E481	Popular Culture in Traditional East Asia (3)
CMLT	C265	Introduction to Oriental Poetry (3)
	C266	Introduction to Oriental Fiction (3)
ECON	E311	Modern Asian Economic History (3)
FOLK	F305	Asian Folklore (3)
	F393	East Asian Folk Belief Systems (3)
FINA	A468	Topics in East Asian Art History (4-12)
HIST	H207	Modern East Asian Civilization (3)
	H208	American-East Asian Relations (3)
PHIL	P271	Issues in Oriental Philosophies (3)
REL	R350	East Asian Buddhism (3)
	R359	The Taoist Tradition (3)

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* Please note that the specific courses listed under each requirement are subject to change in that there may be deletions or additions as our curriculum is revised. Students must consult the appropriate advisor in EALC in determining which courses to take in fulfillment of the teaching minor.

** Candidates whose performance in the placement examination exempts them from taking the second-year language courses shall be required to take 6 credit hours (2 courses) from other EALC course offerings in addition to the requirements in the Literature, Culture, and Electives categories.

*** Candidates whose performance in the placement examination exempts them from taking the second-year and third-year language courses shall be required to take 12 credit hours (4 courses) in East Asian culture courses in addition to the requirements in the Literature, Culture, and Electives categories.

VISA INFORMATION

Implementing a Japanese language program at the high school level has been a requirement of participation in the Learning and Teaching About Japan project. In most cases, this has meant hiring a new teacher to the staff with the problem of finding candidates who are qualified to teach the Japanese language. Earlham has provided help to the corporations through their contacts in Japan and with students who have majored in Japanese Studies at Earlham.

As Professor Kakutani wrote in a preceding article, three categories of people were considered to teach Japanese:

1. an American national who was born in Japan, with native or near native fluency in Japanese, and has teaching experience,
2. an American national who has studied Japanese in the United States or in Japan and has teaching experience, and
3. a Japanese national, who is fluent in English and has teaching experience.

The school corporations who hired a Japanese national for a teacher in the program had difficulty finding their way through the maze of visas and travel arrangements. The following information has been gathered from our experience and may assist those school corporations who are considering this possibility in the future.

To obtain information about visas and immigration forms, contact:

Immigration and Naturalization Service
U. S. Court House & Federal Building
46 East Ohio Street
Indianapolis, IN 46204
Telephone: 317-226-6009

The office is open from 8:00 a.m. until 3:00 p.m. on Monday, Wednesday, and Friday and from 8:00 a.m. until 12:00 noon on Tuesday and Thursday. Calling the telephone number will result in a recorded message at all times; however, it is possible to reach immigration personnel from 8:30 a.m. until 10:30 a. m. on Monday, Wednesday, and Friday.

There are two types of visas that usually apply for aliens coming to the United States to teach:

J-1 Visa - a 1-2 year visa intended for use by the U. S. government and private, non-profit organizations to promote educational and cultural exchange. To get a J-1 visa, approval of the exchange program must first be received from the United States Information Agency (USIA).

H-1 Visa - a 3-5 year visa issued for aliens of distinguished merit and ability to perform services of an exceptional nature. ***This seems to be the most appropriate visa to obtain for a language teacher.***

The process of obtaining the H-1 visa is:

1. Request form I-129B from the Immigration and Naturalization Office. The school corporation needs to file the petition, since the school corporation is requesting the person with special abilities.

2. Complete the form ***(in duplicate)*** and attach the following supplemental documents ***(originals and one copy)***:
    a. Diplomas and degrees attesting to the education and the technical training of the person to teach Japanese and communicate in English.
    b. Reference letters attesting to and describing the degree and extent of the experience and ability of the alien. A resumé of experience should be included. Showing that the person has taught English in Japan is definitely advantageous.
    c. Copies of written contracts or summaries of oral contracts between the school corporation and the alien must be attached. Also attach a job description.

    The form is fairly clear and easy to complete; however, it does take time and planning to gather the supporting documentation. Also, ***any document in a foreign language must be accompanied by a translation in English.***

3. Send the completed petition with the attachments and a $35.00 filing fee to:

    Immigration and Naturalization Service
    Northern Adjudications Center
    Federal Building and U. S. Courthouse
    100 Centennial Mall North, Room 393
    Lincoln, NB 68508

    Send all material and correspondence by certified mail. Allow approximately 4 to 8 weeks for the adjudication of the petition.

4. The office in Lincoln, Nebraska, will send you a receipt of the materials and fee and let you know that the application has been processed and sent to the embassy or consulate in Japan.

5. The embassy or consulate will call the Japanese resident for an interview.

6. If problems arise in the process, contact:

Office of Senators Lugar and Coats
Telephone: 317-226-5555

or your state representative.

Personnel in these offices have been helpful to participants in the program.

Tax Exemptions

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> An individual who is a resident of **Japan** on the date of arrival in the United States and who is temporarily in the United States at the invitation of the U. S. Government, a university, or **other accredited educational institution** located in the United States, for the main purpose of teaching or engaging in research, or both, at a university or other educational institution is **exempt from U. S. income tax** on income for the teaching or research for a **maximum period of 2 years** from the date of arrival in the United States.

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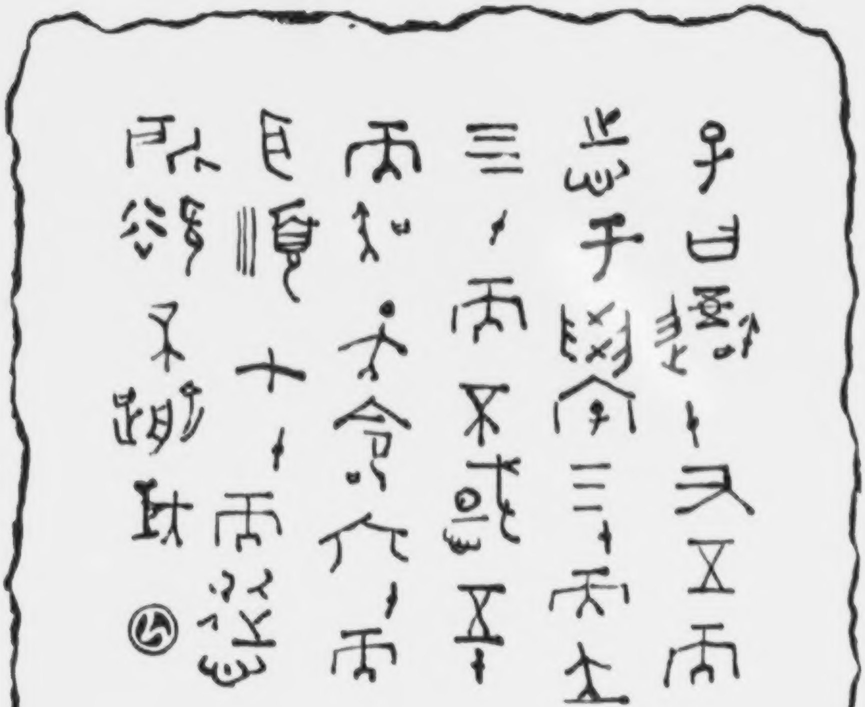
LEARNING AND TEACHING ABOUT JAPAN

IN INDIANA SCHOOLS

BALL STATE PROJECT



CHINESE/JAPANESE PROGRAMS FOR INSERVICE TEACHERS AT BALL STATE UNIVERSITY

In the mid 1980's, even though Indiana's Governor, Lt. Governor, legislature, and state and local Chambers of Commerce were turning increasingly to Asia to increase exports, attract investments, and encourage joint ventures with businesses, little or nothing was being done to educate Indiana communities about these Asian countries and cultures. In 1986, Dr. Rita Gardiol, Chairperson of Foreign Languages at Ball State University and a member of the State Advisory Board in Foreign Languages, proposed a program designed to address that problem through the schools.

Aware that budget, space, and scheduling problems precluded the hiring of new teachers for the purpose of teaching about Asia, she designed and received Title II funding for a "model and exemplary program" to retrain foreign language teachers to teach the Chinese. As Asia's oldest, largest, most populous country and major cultural influence, China was chosen as the target country for the program and Mandarin (its official and predominant language) was selected as the target language.

Foreign language teachers were targeted on the following assumptions:

- Having already acquired significant mastery of one foreign language, they would have the skills and ability to maximize the opportunity to learn another.
- They already possess the pedagogical and basic certification requirements for foreign language teaching. All that was needed was to develop their proficiency in a new language and cultural area.

It was expected that after a summer session of extremely intensive training in language and general culture, with time allocated for course preparation, these teachers would return to their schools to introduce "exploratory" courses in the new culture. Exploratory courses serve to introduce students to a culture with which they are essentially unfamiliar, to correct stereotypes, to eliminate misconceptions and biases concerning it, and to help students make an informed choice about continuing study of that language and culture. Often too, such courses provide a necessary first step for introducing full courses into the schools.

The program had three major objectives:

1. To train a cadre of currently employed foreign language teachers in an intensive, multidisciplinary approach to the teaching of Chinese language and culture.
2. To develop a systematic model for the introduction of "exploratory" courses on China and Mandarin Chinese for Indiana middle or high school students.
3. To provide a resource center consisting of books, video, and audio cassettes, slides, maps, flash cards, games, music, and realia which participants could
    - use in exploring geographic, historic, economic, social, political, religious, aesthetic, and general cultural aspects of China and

- use for borrowing as needed for their programs thus, eliminating the need for their schools to buy large quantities of materials to implement the exploratory courses.

At the end of the first summer, the hypothesis on which the program was posited proved entirely correct. Experienced foreign language teachers could and did learn a language as different and difficult as Chinese, better and more rapidly than other persons, because their language-learning facility and training helped them better know how to study a language. It was strongly recommended that the program be continued to certification.

In subsequent summers, additional funding was received from the Indiana Department of Education and, in 1988, funds were allocated to provide participants in the Chinese program with six weeks of intensive study in mainland China. Additional funds were provided to initiate a Japanese program similar to the Chinese project.

The summer study in China was conducted in collaboration with Ball State University's "sister university," the Wuhan Institute of Physical Education. A two-week tour, including Guilin, Beijing, Xian, and Guangzhou, and a four-week long study program in Wuhan constituted the summer experience. Participants visited elementary, middle or high schools, universities, institutes, factories, shrines, etc. during the morning and studied Chinese all afternoon. Participants were housed in "foreign faculty" apartments at the nearby science institute during their four-week stay at Wuhan. This enabled them to participate actively in the day-to-day life of a Chinese university compound. The teacher/students of Chinese received their final six credit hours of study needed for teaching certification in Chinese by studying at the National University of Singapore.

Meanwhile, the Japanese program followed the same model already developed in Chinese with intensive summer training. Additional funding was secured and, through the cooperation of the National Endowment of the Humanities, the Indiana Department of Education, Ball State University, the participating school corporations, and Sapporo University in Japan, a five-part summer program was developed for 1990.

Part one of this program consisted of a pre-summer extensive and intensive reading in Japanese literature. Part two was dedicated to on-campus intensive study of selected works of Japanese literature. Part three involved travel to Japan, study at the sites of the literature selected, and follow-up discussion sessions at Sapporo University. Part four provided four weeks of intensive training in Japanese language at Sapporo University, evening visits to the homes of Japanese high school teachers, visits to schools, continuing discussion and observation of Japanese life-style, and a brief visit to Hiroshima. Part five centered on further reading, culminating in the development of a study of a theme or author selected for follow-up at the end of the on-campus period. Participants were able to apply for certification to teach credit courses in Japanese after completing the final paper in December of 1990.

In summary, the outstanding benefits of this program are its efficiency and cost-effectiveness. Teachers who are already employed in school systems can now add Chinese or Japanese to the foreign language offerings of the schools. As a result of this program, Chinese and Japanese have been introduced into thirty-four Indiana schools in twenty-eight townships and twenty-three counties.

Community outreach, a primary goal, and always an integral part of the school program, has awakened community interest in Asia. Participating teachers have conducted open houses, invited local native speakers, made presentations, and received publicity in newspapers and television news programs. Business groups and several local Chambers of Commerce have requested short courses from participants on Japanese language and culture. Elementary schools have borrowed materials from the resource center for "China Day" or "Japan Day" activities.

Dr. Gardiol's original program goal and the state's recognized need to educate Indiana communities about Asia is, and will, continue to be met. Perhaps the greatest advantage of the Ball State Program is that it can be replicated. This same model can be used to teach other uncommonly taught languages such as Russian, Korean, Thai, or Vietnamese, wherever the need exists.

INTENSIVE CHINESE LANGUAGE WORKSHOP PARTICIPANTS
BALL STATE UNIVERSITY

1. **Ruth A. Bailey** (see page 231)
Knox Community High School
1207 South Main Street, Knox, Indiana 46534
Telephone: 219-772-6295

2. **Anne Norcross Bryant** (see pages 233, 257)
Meridian Middle School
8040 South Meridian Street, Indianapolis, Indiana 46217
Telephone: 317-882-8143

3. **Joe D. Bryant** (see page 234)
Eleanor Skillen School
1410 Wade Street, Indianapolis, Indiana 46203
Telephone: 317-266-4234

4. **Wyndham Traxler Carter**
Carroll Junior-Senior High School
Route 1, Flora, Indiana 46929
Telephone: 219-967-4157

5. **Ruth Cash**
Greensburg Community High School
1000 East Central Avenue, Greensburg, Indiana 47240
Telephone: 812-663-7176

6. **Floyd P. Chamberlin** (see pages 235, 257)
Southport High School
971 East Banta Road, Indianapolis, Indiana 46227
Telephone: 317-787-9404

7. **Jerald E. Clayton** (see page 236)
Theodore Roosevelt High School
730 West 25th Avenue, Gary, Indiana 46407
Telephone: 219-881-1500

8. **Reena D. Evans** (see page 237)
Craig Middle School
6501 Sunnyside Road, Indianapolis, Indiana 46236
Telephone: 317-823-6805

9. **Jerry Everly**
Terre Haute South Vigo High School
3737 South Seventh Street, Terre Haute, Indiana 47802
Telephone: 812-238-4252

10. **Michael T. Fulk** (see page 240)
Miami Middle School
8100 Amherst Drive, Fort Wayne, Indiana 46819
Telephone: 219-425-7414

11. **Evelyn Heiligenberg** (see page 241)
Silver Creek High School
557 Renz Avenue, Sellersburg, Indiana 47172
Telephone: 812-246-3391

12. **Nancy Jenckes** (see page 242)
Lane Middle School
4901 Vance Avenue, Fort Wayne, Indiana 46815
Telephone: 219-425-7386

13. **Edie Kilty**
Eleanor Skillen School #34
1410 Wade Street, Indianapolis, Indiana 46203
Telephone: 317-226-4234

14. **Marcia Losco**
Yorktown Middle School
700 East Smith Street, Yorktown, Indiana 47396
Telephone: 317-759-6785

15. **David Masty**
Portage High School
6450 Highway 6, Portage, Indiana 46368
Telephone: 219-762-6511

16. **Bonnie Megenity**
New Albany High School
1020 Vincennes Street, New Albany, Indiana 47150
Telephone: 812-949-4272

17. **Pamela P. Morford** (see page 244)
Westlane Middle School
1301 West 73rd Street, Indianapolis, Indiana 46260
Telephone: 317-259-5412

18. **Rita Murray**
Winamac Community Middle School
715 School Drive, Winamac, Indiana 46996
Telephone: 219-946-6525

19. **Suzanne Rauh**
Lincoln Middle School
5555 West 71st Street, Indianapolis, Indiana 46268
Telephone: 317-291-9499

20. **F. Annette Seib**
Loogootee High School
201 Brooks Avenue, Loogoottee, Indiana 47553
Telephone: 812-295-3254

21. **Lois Silver**
Memorial Park Middle School
2200 Maumee Avenue, Fort Wayne, Indiana 46803
Telephone: 219-425-7410

22. **Ethel Spacke** (see pages 245, 257)
Perry Meridian High School
401 West Meridian School Road, Indianapolis, Indiana 46217
Telephone: 317-882-1501

23. **Betty L. Weber**
Griffith Drive High School
600 North Wiggs Street, Griffith, Indiana 46319
Telephone: 219-924-4281

24. **Marisa Ellen Whiteaker** (see page 256)
Jennings County High School
800 West Walnut, North Vernon, Indiana 47265
Telephone: 812-346-5588

25. **Alfred Wyatt, Jr.**
552 Mount Street
Gary, Indiana 45406
Telephone: 219-977-1946

26. **Cheryl Wyne** (see page 247)
Harshman Junior High School #101
1501 East 10th Street, Indianapolis, Indiana 46201
Telephone: 317-226-4101

27. **Heather Yang**
Thomas Edison Middle School
2701 Eisenhower Drive, South Bend, Indiana 46615
Telephone: 219-233-9397

INTENSIVE JAPANESE LANGUAGE WORKSHOP PARTICIPANTS
BALL STATE UNIVERSITY

1. **Pamela Boyer-Johnson** (see pages 28, 232)
William Henry Harrison High School
211 Fielding Road, Evansville, Indiana 47715
Telephone: 812-477-1046

2. **Rita J. Crane**
F. J. Reitz Memorial Junior-Senior High School
1500 Lincoln Avenue, Forest Hills, Evansville, Indiana 47712
Telephone: 812-423-5874

3. **Patricia A. Everly** (see page 238)
South Vigo High School
3737 South Seventh Street, Terre Haute, Indiana 47802
Telephone: 812-238-4252

4. **Sherri Forbes** (see page 239)
Brownsburg High School
1000 South Odell, Brownsburg, Indiana 46112
Telephone: 317-852-2258

5. **Julie Hauptmann**
Hamilton Southeastern High School
13910 East 126th Street, Noblesville, Indiana 46060
Telephone: 317-849-5252

6. **Mary Ann Kubo** (see page 243)
Columbus East High School
230 South Marr Road, Columbus, Indiana 47201
Telephone: 812-376-4369

7. **Gloria Jean Kuchaes**
Indian Creek High School
Route 3, Box 64, Trafalgar, Indiana 46181
Telephone: 317-878-4241

8. **Carol J. Miller**
LaPorte High School
602 F. Street, LaPorte, Indiana 46350
Telephone: 219-362-3102

9. **Jill Yvonne Palumbo**
Blackford High School
2392 North SR 3 N, Hartford City, Indiana 47348
Telephone: 317-348-4300

10. **Harry Preston** (see page 70)
Warren Central High School
9500 East 16th Street, Indianapolis, Indiana 46229
Telephone: 317-898-6133

11. **Joyce A. Roush**
Culver Military Academy
Culver, Indiana 46511

12. **Mary Alice Ruiz**
Plymouth High School
810 Randolph Street, Plymouth, Indiana 46563
Telephone: 219-936-2178

13. **Kathleen Sherman**
Hamilton Southeastern High School
13910 East 126th Street, Noblesville, Indiana 46060
Telephone: 317-849-5252

14. **Deborah E. Siewert**
Cowan High School
9401 South Nottingham, Muncie, Indiana 47302
Telephone: 317-289-7128

15. **Jenny Stark**
Wheeler High School
599 West 300 N, Valparaiso, Indiana 46383
Telephone: 219-759-2562

16. **Kathleen Ann Fetz Streit** (see page 246)
Franklin Community High School
Grizzly Cub Drive, Franklin, Indiana 46131
Telephone: 317-736-6188

17. **Monserrate Woehler** (see page 29)
Benjamin Bosse High School
1300 Washington Avenue, Evansville, Indiana 47714
Telephone: 812-477-1661

Ruth A. Bailey

Media Specialist, Grades 9-12
Knox Community School Corporation

School Address:
Knox Community High School
1207 South Main Street
Knox, Indiana 46534
Telephone: 219-772-6295

Home Address:
P. O. Box 91
Knox, Indiana 46534-0091
Telephone: 219-772-5787

Ms. Bailey has seven years of experience teaching mathematics, English, and Spanish at the secondary level. Ms. Bailey's fascination with the Chinese culture has stemmed from relatives who were missionaries in China during the 30's and 40's. She became involved in the Ball State Project in the spring of 1990.

Goal of the Project: To become functionally fluent in Mandarin and able to teach the Chinese language to high school students.

Outcomes of the Project:

Courses Offered:	*Grade Levels:*	*Enrollment:*
Exploratory Chinese	9-12	(2nd semester)

Schools in the Corporation Offering Chinese:
Knox High School

Pamela Boyer-Johnson **High School Teacher, Foreign Language**

Evansville-Vanderburgh School Corporation

School Address:
William Henry Harrison High School
211 Fielding Road
Evansville, Indiana 47715
Telephone: 812-477-1046

Home Address:
3028 Saratoga Drive
Evansville, Indiana 47715
Telephone: 812-477-9202

Ms. Boyer-Johnson has taught German and Spanish for 16 years and had always wanted to master a third language. The Ball State project gave her that opportunity. (see page 28)

Goal of the Project: To give the students a strong foundation in Japanese and to transfer the teacher's enthusiasm for the Japanese language and culture to the students.

Outcomes of the Project: A local curricula for "Exploring Japanese" and "Japanese 1-2"
The students have become interested in Japanese, and some are discussing the possibility of majoring in Japanese.

Courses Offered:	*Grade Levels:*	*Enrollment:*
Exploring Japanese	10-12	offered in spring
Japanese 1-2	10-12	42 (Harrison)

Schools in the Corporation Offering Japanese:
William Henry Harrison High School
Central High School
Benjamin Bosse High School
North High School
Francis Joseph Reitz

Corporation Contact Person: Sandra Singer, Foreign Language Supervisor
Address:
Evansville-Vanderburgh School Corporation
1 Southeast Ninth Street
Evansville, Indiana 47708
Telephone: 812-426-5053

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Anne N. Bryant

Junior High Teacher, Foreign Language and Communication Skills
MSD of Perry Township

School Address:
Meridian Middle School
8040 South Meridian Street
Indianapolis, Indiana 46217
Telephone: 317-882-8143

Home Address:
4491 Stones Crossing Road
Greenwood, Indiana 46143

Telephone: 317-535-5855

Ms. Bryant has 25 years of teaching experience at the secondary level. She became involved with the Ball State project in 1986 for the intellectual stimulation and personal growth. Ms. Bryant also sees education about the Chinese culture as beneficial to the United States and the educational system. Ms. Bryant traveled and studied in China during the summer of 1988 and studied in Singapore during the summer of 1989.

Goals of the Project:
To become a licensed teacher of Chinese.
To begin offering Chinese as a foreign language in the school district.

Outcomes of the Project:
Curriculum for Exploratory Chinese
Addition of Chinese language to the course offerings at Perry Meridian High School
Broadened horizons and personal contacts.

Courses Offered:	*Grade Levels:*	*Enrollment:*
Exploratory Chinese	8	22
Chinese I and II	9-12	37

Schools in the Corporation Offering Chinese:
Meridian Middle School
Perry Meridian High School
(see Ball State project member, Ethel Spacke)
Southport High School
(see Ball State project member, Floyd Chamberlin)

Corporation Contact Person: Ken Puckett, Assistant Superintendent
Address: 1130 East Epler Avenue
Indianapolis, Indiana 46227
Telephone: 317-787-7266

Joe D. Bryant

Elementary Teacher,
Academically Talented, Grade 6
Indianapolis Public Schools

School Address:
Eleanor Skillen Public School #34
1410 Wade Street
Indianapolis, Indiana 46203
Telephone: 317-226-4234

Home Address:
4491 Stones Crossing Road
Greenwood, Indiana 46143

Telephone: 317-535-5855

Mr. Bryant, who has had 30 years of teaching experience and two years of experience in administration, has been fascinated by China since childhood. After becoming involved in the Ball State Project in 1986, he traveled, studied, and taught in China in the summer of 1988 and traveled and studied in Singapore during the summer of 1989.

Goal of the Project: To help others understand Chinese culture and language.

Outcomes of the Project: A new dimension to Mr. Bryant's life as well as the lives of others.
A Chinese curriculum for the academically talented (AT).

Courses Offered:	*Grade Levels:*	*Enrollment:*
Chinese I	6AT	24
Chinese I	5AT	20
(5AT is taught by Mrs. Edie Kilty)		

Schools in the Corporation Offering Chinese:
Eleanor Skillen Public School #34
Shortridge Junior High School
Arsenal Technical High School

Floyd P. Chamberlin

High School Teacher, Foreign Language
Foreign Language Department Chairman
MSD of Perry Township

School Address:
Southport High School
971 East Banta Road
Indianapolis, Indiana 46227
Telephone: 317-787-9404

Home Address:
6336 South Keystone
Indianapolis, Indiana 46227

Telephone: 317-784-1319

Mr. Chamberlin, an English and foreign language teacher with 28 years of experience, became involved in the Ball State project in June of 1986. In addition to traveling and studying in China and Singapore during the summers of 1988 and 1989, Mr. Chamberlin has written a course of study for all four levels of Chinese using the Practical Chinese Reader.

Goal of the Project:	A four-year program of Chinese language
Outcomes of the Project:	Interaction with dynamic, caring colleagues License in teaching Chinese Addition of Chinese language to the curriculum

Courses Offered:	*Grade Levels:*	*Enrollment:*
Chinese 1-2	9-12	7
Chinese 3-4	10-12	4
Chinese 5-6	11-12	4

Schools in the Corporation Offering Chinese:
Perry Meridian High School
(see Ball State project member, Ethel Spacke)
Meridian Middle School
(see Ball State project member, Anne Bryant)
Southport High School

Jerald E. Clayton

High School Teacher, Latin and English
Gary Community School Corporation

School Address:
Theodore Roosevelt High School
730 West 25th Avenue
Gary, Indiana 46407
Telephone: 317-881-1500

Home Address:
832 East 43rd Place
Gary, Indiana 46409
Telephone: 317-887-9083

Mr. Clayton has 22 years of experience teaching English and Latin. He wanted to learn a modern foreign language, and the Ball State project provided him with the opportunity to learn Chinese. Mr. Clayton became involved in the project in the spring of 1990 and has already started a class in Exploratory Chinese.

Goal of the Project:	To leave Ball State with the knowledge to teach an exploratory course in Chinese. To develop limited appreciation for the Chinese culture and history.
Outcomes of the Project:	A deep appreciation for Chinese customs, history, and language. The confidence to begin teaching the Chinese language.

Courses Offered:	*Grade Levels:*	*Enrollment:*
Exploratory Chinese	5-6/9-12	105

Schools in the Corporation Offering Chinese:
Theodore Roosevelt High School
Bannaker Achievement Center

Reena D. Evans

Junior High Teacher, Foreign Language
MSD of Lawrence Township

School Address:
Craig Middle School
6501 Sunnyside Road
Indianapolis, Indiana 46236
Telephone: 317-823-6805

Home Address:
4910 Hawthorn Terrace, Apt. G
Indianapolis, Indiana 46220

Ms. Evans has 10 years of teaching experience in German at the high school and college level. She became involved with the Ball State project in 1986, traveled to China in the summer of 1988 and to Singapore in the summer of 1990.

Goal of the Project:	To teach the first year of the Chinese language
Outcomes of the Project:	Knowledge of the language and culture of China, Hong Kong, and Singapore. A greater understanding and appreciation for the culture and religion of Asian people. Curriculum for an exploratory course and an enrichment course in Chinese.

Courses Offered:	*Grade Levels:*	*Enrollment:*
(None are currently offered.)		

Patricia A. Everly

High School Teacher, Foreign Language
Vigo County School Corporation

School Address:
South Vigo High School
3737 South Seventh Street
Terre Haute, Indiana 47802
Telephone: 812-238-4275

Home Address:
R. R. 21, Box 425
Terre Haute, Indiana 47802

Ms. Everly has 24 years of experience in teaching French, Spanish, and Japanese. Her experiences in Japan have given her a new lease on her teaching "life."

Goals of the Project: To introduce the Japanese language and culture into the schools of Vigo County and to give the students an insight from which they might draw when introduced to someone Japanese who works for the two Japanese firms in the area.

Outcomes of the Project:
Introduction of Japanese language courses.
Curriculum for the courses.
Friendships Ms. Everly has made in Japan and here in Indiana.

Courses Offered:	*Grade Levels:*	*Enrollment:*
Japanese I	10-12	17
Japanese II	10-12	2

Schools in the Corporation Offering Japanese:
Terre Haute South Vigo High School

Sherri L. Forbes

High School Teacher, Foreign Language
Brownsburg School Corporation

School Address:
Brownsburg High School
1000 South Odell
Brownsburg, Indiana 46112
Telephone: 317-852-2258

Home Address:
4665 Edwardian Circle 2C
Indianapolis, Indiana 46254

Telephone: 317-293-0949

Ms. Forbes has 10 years of experience teaching French. Learning about other peoples and their language has always interested her. Ms. Forbes became involved in the project during the summer of 1988 and has traveled and studied in Japan during the summer of 1990.

Goal of the Project:	To be able to give students a strong foundation for college.
Outcomes of the Project:	A chance to learn about Japan and the interaction with other people involved in the project.

Courses Offered:	*Grade Levels:*	*Enrollment:*
Japanese I	10-12	26

Schools in the Corporation Offering Japanese:
Brownsburg High School

Michael T. Fulk

Middle School Teacher, Foreign Language
Fort Wayne Community School Corporation

School Address:
Miami Middle School
8100 Amherst Drive
Fort Wayne, Indiana 46819
Telephone: 219-425-7414

Home Address:
3510 Bristers Spring Run
Fort Wayne, Indiana 46815

Telephone: 219-485-4648

Mr. Fulk has 25 years of experience teaching foreign languages and science at the middle school level. His curiosity about "Things Oriental" led him to the Ball State Project in 1986. He has traveled and studied in China, Singapore, and Taiwan.

Goal of the Project: Establishment of a Chinese program in grades 8-12

Outcomes of the Project:
Knowledge of the language
Cultural awareness
Curriculum for and implementation of the class

Courses Offered:	*Grade Levels:*	*Enrollment:*
Chinese	8	15

Schools in the Corporation Offering Chinese:
Lane Middle School
(see Ball State Project member, Nancy Jenckes)
Memorial Park Middle School
Miami Middle School

Contact Person: Dr. S. Todd
Address: 1230 South Clinton Street
Fort Wayne, Indiana

Evelyn L. Heiligenberg

Secondary Teacher, Foreign Language
West Clark Community School Corporation

School Address:
Silver Creek High School
557 Renz Avenue
Sellersburg, Indiana 47172
Telephone: 812-246-3391

Home Address:
98 Tingle Drive
New Albany, Indiana 47150

Telephone: 812-944-1236

Ms. Heiligenberg has been a teacher of Spanish and psychology for 17 years. She became a part of the Ball State Project in 1987 and traveled and studied in China and Singapore in the summers of 1988 and 1990. During the summer of 1990, Ms. Heiligenberg also traveled in Indonesia, Malaysia, and Thailand.

Goal of the Project:	To become certified to teach Chinese
Outcomes of the Project:	Knowledge and understanding of the Chinese people, their language, and their culture.

Courses Offered:	*Grade Levels:*	*Enrollment:*

(To date, no courses in Chinese are offered in the West Clark Community School Corporation.)

Nancy L. Jenckes

Middle School Teacher, Foreign Language
Fort Wayne Community School Corporation

School Address:
Lane Middle School
4901 Vance Avenue
Fort Wayne, Indiana 46815
Telephone: 219-425-7386

Home Address:
2911 Belfast Drive
Fort Wayne, Indiana 46815

Telephone: 219-482-2567

Ms. Jenckes has 25 years of experience in teaching French, Spanish, and German in grades 6-8. She decided that she would like to learn Chinese and became involved with the Ball State Project in June of 1990. She is presently writing a 2-3 week study program to infuse into a seventh grade introductory class.

Goals of the Project:	To learn more about the Chinese language and to encourage the study of Chinese
Outcomes of the Project:	Increased awareness of the country and its people

Courses Offered:	*Grade Levels:*	*Enrollment:*
Japanese	9-12	
Chinese	8	

Schools in the Corporation Offering :
Lane Middle School
Miami Middle School
(see Ball State Project member, Michael Fulk)
North Side High School

Contact Person: Sherri Gerber
Address:
North Side High School
East State Boulevard
Fort Wayne, Indiana

Mary Ann Kubo

High School Teacher, Japanese
Bartholomew Community
School Corporation

School Address:
Columbus East High School
230 South Marr Road
Columbus, Indiana 47201
Telephone: 812-376-4345

Home Address:
3405 Putter Place
Columbus, Indiana 47203

Telephone: 812-372-6571

Ms. Kubo has four years of experience teaching biology and horticulture at the high school and college level. She wanted training and certification in Japanese and the Ball State Project gave her that opportunity. Ms. Kubo lived in Japan for three and one-half years with her husband, and she has visited periodically. She began with the Ball State Project in the summer of 1990 and is now teaching Japanese for the Bartholomew Community School Corporation.

Goals of the Project:	To become certified to teach Japanese and to continue to study, learn, and teach.
Outcomes of the Project:	Curriculum for Japanese language courses, the communication with other Japanese teachers, and the sharing of materials.

Courses Offered:	*Grade Levels:*	*Enrollment:*
Japanese I	9-12	23
Japanese II-III	9-12	7

Schools in the Corporation Offering :
Columbus East High School
Columbus North High School

Pamela P. Morford

Middle School Teacher, Foreign Language
Washington Township School Corporation

School Address:
Westlane Middle School
1301 West 73rd Street
Indianapolis, Indiana 46260
Telephone: 317-259-5412

Home Address:
4418 North College
Indianapolis, Indiana 46205

Telephone: 317-283-7029

Ms. Morford wanted to learn Chinese so that she could teach the language in the "Exploratory World Languages" course. She became involved with the Ball State project in 1986 and traveled and studied in China during the summers of 1988 and 1989. She has written a Chinese curriculum for the introductory course.

Goal of the Project:	To teach Chinese in the introductory course.
Outcomes of the Project:	A significant number of students have contact with the Chinese language and culture each year.

Courses Offered:	*Grade Levels:*	*Enrollment:*
Exploratory World Languages	7	160
Chinese Language (taught by native speaker)	9-12	30

Schools in the Corporation Offering Chinese:
Westlane Middle School (Exploratory World Languages)
Eastwood Middle School (Exploratory World Languages)
Northview Middle School (Exploratory World Languages)
North Central High School (Chinese Language)

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Ethel S. Spacke

High School Teacher, Foreign Language
MSD of Perry Township

School Address:
Perry Meridian High School
401 West Meridian School Road
Indianapolis, Indiana 46217
Telephone: 317-882-1501

Home Address:
8052 Lockwood Lane
Indianapolis, Indiana 46217

Telephone: 317-881-2198

Ms. Spacke has 23 years of teaching experience in English, Spanish, communication skills, computer literacy, and "I Can." The challenge of the Chinese language led her to become involved with the Ball State Project in 1986. As a result, she has traveled, studied, and taught in China and Singapore during the summers of 1988 and 1990.

Goals of the Project:	Professionalization of teaching license in Chinese To become a better teacher of Chinese
Outcomes of the Project:	Curriculum for Chinese, Levels I-IV Professionalized license to teach Chinese Implementation of Chinese courses

Courses Offered:	***Grade Levels:***	***Enrollment:***
Chinese, Level I	9-12	24

Schools in the Corporation Offering Chinese:
Meridian Middle School
(see Ball State project member, Anne Bryant)
Perry Meridian High School
Southport High School
(see Ball State project member, Floyd Chamberlin)

Kathleen A. Streit

Secondary Teacher, Foreign Language and Mathematics
Franklin Community School Corporation

School Address:
Franklin Community High School
Grizzly Cub Drive
Franklin, Indiana 46131
Telephone: 317-736-6188

Home Address:
847 North Main Street
Franklin, Indiana 46131
Telephone: 317-736-7807

Ms. Streit has 12 years of teaching experience in mathematics and Spanish at the secondary level. She became involved in the Ball State Project in June of 1988 because of intellectual curiosity. During July and August of 1990, she spent five weeks in Japan visiting and studying in Tokyo, Kyoto, Nara, Hiroshima, Morioka, and Sapporo.

Goals of the Project:
To help people better understand Japan's people and culture
To promote the idea of world citizenship
To teach Japanese language to students as a future job skill
To strengthen ties between Franklin and its sister city in Japan, Kuji

Outcomes of the Project:
Knowledge of Japan and the Japanese language
Challenge of study

Courses Offered:	*Grade Levels:*	*Enrollment:*
Japanese Language and Culture I	8-12	10
Japanese Language and Culture II	9-12	12

Schools in the Corporation Offering Japanese:
Custer Baker Middle School
Franklin Community High School

Cheryll A. Wyne

Middle School Teacher, Foreign Language
Indianapolis Public Schools

School Address:
Harshman Junior
High School #101
1501 East 10th Street
Indianapolis, Indiana 46201
Telephone: 317-226-4101

Home Address:
11544 Crestwood Court
Indianapolis, Indiana 46239
Telephone: 317-894-7130

Ms. Wyne has 19 years of experience as a foreign language teacher at the secondary level. Her desire to learn a non-traditional language led her to answer the advertisement about the Ball State Project.

Goal of the Project:	To be fluent in the Chinese language To travel to China
Outcomes of the Project:	Knowledge about Chinese history, language, and the people

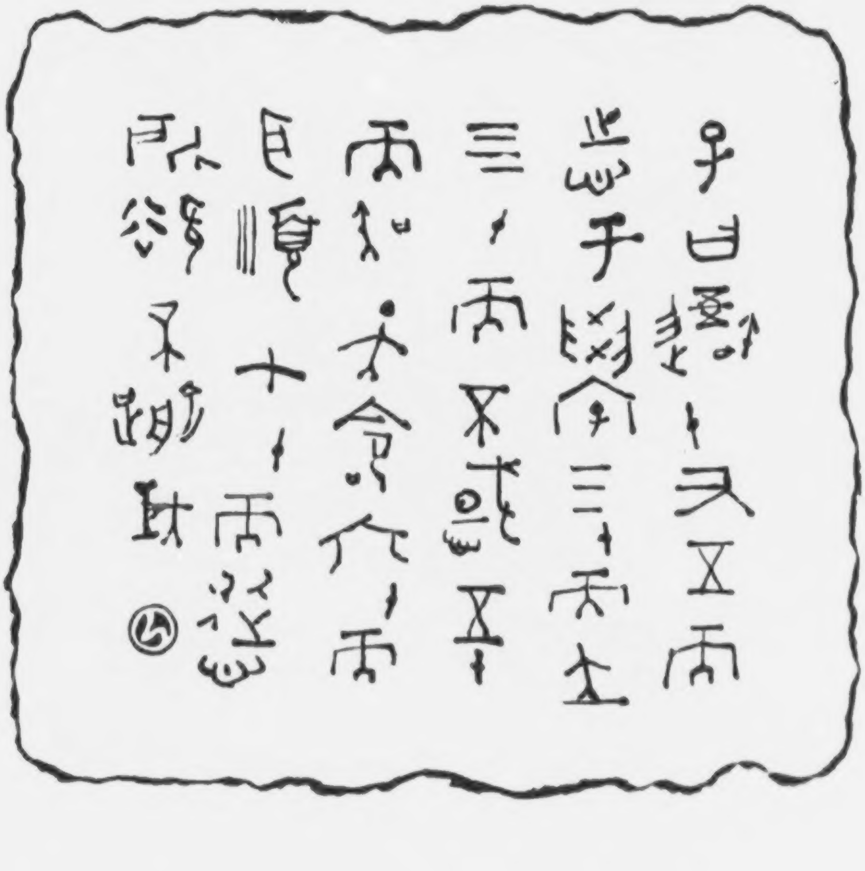
Courses Offered:	*Grade Levels:*	*Enrollment:*
Chinese I	7-8	20
Chinese II	7-8	13
Japanese I	7-8	20
Japanese II	7-8	13
Chinese I-IV	9-12	22
Japanese I-IV	9-12	35

Schools in the Corporation Offering Chinese and Japanese:
Arsenal Technical High School Magnet Program
Shortridge Junior High School Magnet Program

Contact Person: Miss Rita Sheridan
Address: Indianapolis Public Schools
Education Center
120 East Walnut Street
Indianapolis, Indiana 46204
Telephone: 317-226-4737

LEARNING AND TEACHING ABOUT JAPAN IN INDIANA SCHOOLS

EAST ASIAN LANGUAGE PROGRAMS



HIGH SCHOOLS WITH JAPANESE LANGUAGE PROGRAMS

The following is a list of high schools in Indiana that are currently offering a Japanese language program:

Anderson High School, 1301 Lincoln Street, Anderson, IN 46016
Japanese language teacher: Kuniko Kawasaki

Arsenal Technical High School, 1500 East Michigan Street, Indianapolis, IN 46201
Japanese language teacher: Kurt Beringerud

Benjamin Bosse High School, 1300 Washington Avenue, Evansville, IN 47714
Japanese language teacher: Monserrate Woehler

Blackford High School, 2230 North SR 3N, Hartford City, IN 47348
Japanese language teacher: Jill Palumbo

Brownsburg High School, 1000 South Odell, Brownsburg, IN 46112
Japanese language teacher: Sherri Forbes

Carmel High School, 520 East Main Street, Carmel, IN 46032
Japanese language teacher: Rachael Zurasky

Center Grove High School, 2717 South Morgantown Road, Greenwood, IN 46143
Japanese language teacher: Clint Stone

Central High School, 5400 First Avenue, Evansville, IN 47710
Japanese language teacher: Maki Shiwachi

Central Noble High School, 302 Cougar Court, Albian, IN 46701
Japanese language teacher: Phyllis Neumann

Clay High School, 19131 Darden Road, South Bend, In 46637
Japanese language teacher: Monica Letoto

Columbus East High School, 230 South Marr Road, Columbus, IN 47201
Japanese language teacher: Mary Ann Kubo

Columbus North High School, 1400 25th Street, Columbus, IN 47201
Japanese language teacher: Mary Ann Kubo

Connersville High School, 1100 Spartan Drive, Connersville, IN 47331
Japanese language teacher: Sachiko Kawakubo

Elkhart Central High School, 1 Blazer Boulevard, Elkhart, IN 46516
Japanese language teacher: Kathryn Mensendiek

Elkhart Memorial High School, 2608 California Road, Elkhart, IN 46514
Japanese language teacher: Kathryn Mensendiek

Francis Joseph Reitz High School, Forest Hills, Evansville, IN 47712
Japanese language teacher: Maki Shiwachi

Frankfort Senior High School, One Maish Road, Frankfort, IN 46135
Japanese language teacher: Michael Peterson

Franklin Community High School, Grizzly Cub Drive, Franklin, IN 46131
Japanese language teacher: Kathleen Streit

Hamilton Southeastern High School, 13910 East 126th Street, Noblesville, IN 46060
Japanese language teacher: Julie Hauptmann

Horace Mann High School, 524 Garfield Street, Gary, IN 46404
Japanese language teacher: Mark Silver

Indian Creek High School, Route 3, Box 64, Trafalgar, IN 46181
Japanese language teacher: Gloria Kuchaes

James Whitcomb Riley High School, 405 East Ewing Avenue, South Bend, IN 46613
Japanese language teacher: Monica Letoto

Jefferson Senior High School, 1801 South 18th Street, Lafayette, IN 47905
Japanese language teacher: Kumiko Sakata

John Adams High School, 808 South Twyckenham Drive, South Bend, IN 46615
Japanese language teacher: Hideo Suzumura

LaPorte High School, 602 F Street, LaPorte, IN 36350
Japanese language teacher: Carol Miller

LaSalle High School, 2701 West Elwood Avenue, South Bend, IN 46628
Japanese language teacher: Hideo Suzumura

McCutcheon High School, 4951 State Road 43 South, Lafayette, IN 47905
Japanese language teacher: Charles Andrews

Mishawaka High School, 1202 Lincolnway East, Mishawaka, IN 46544
Japanese language teacher: Melissa Tull

North High School, 2319 Stringtown Road, Evansville, IN 47711
Japanese language teacher: Maki Shiwachi

North Side High School, 475 East State Street, Fort Wayne, IN 46805
Japanese language teacher: Sherrylene Gerber

Pendleton Heights High School, Route 3, Jct. 67 & 38, Pendleton, IN 46064
Japanese language teacher: Hiromi Hashida

Plymouth High School, 810 Randolph Street, Plymouth, IN 46563
Japanese language teacher: Alice Ruiz

Richmond High School, Richmond, IN 47374
Japanese language teacher: Jerrel Brooks

Rushville Consolidated High School, North Park Boulevard, Rushville, IN 46173
Japanese language teacher: Elizabeth Roberts

Terre Haute South Vigo High School, 3737 South 7th Street, Terre Haute, IN 47802
Japanese language teacher: Patricia Everly

Valparaiso High School, 2727 North Campbell Street, Valparaiso, IN 46383
Japanese language teacher: Charles Geiss

Warren Central High School, 9500 East 16th Street, Indianapolis, IN 46229
Japanese language teacher: Harry Preston

West Lafayette High School, Grant & Leslie High School, West Lafayette, IN 47906
Japanese language teacher: Charles Andrews

Westside High School, 9th Avenue & Gerry Street, Gary, IN 46406
Japanese language teacher: Mark Silver

William A. Wirt Senior High School, 210 North Grand, Gary, IN 46403
Japanese language teacher: Mark Silver

William Henry Harrison High School, 211 Fielding Road, Evansville, IN 47715
Japanese language teacher: Pam Boyer-Johnson

William Henry Harrison High School, 5700 North 50 West, West Lafayette, IN 47906
Japanese language teacher: Charles Andrews

Yorktown High School, 700 East Smith, Yorktown, IN 47396
Japanese language teacher: Chihoko Wake

One school corporation, in addition to the Learning and Teaching About Japan project participants, responded to a survey which requested more detailed information about Japanese language programs.

School Corporation: **Richmond Community School Corporation**
Address: 300 Hub Etchison Parkway
Richmond, Indiana 47374
Telephone: 317-973-3300

Superintendent: Dr. Raymond Golarz

Schools in the Corporation Offering :
Richmond High School

Courses Offered:	*Grade Levels:*	*Enrollment:*
Japanese I	9-12	8
Japanese Culture	9-12	14

Teacher/Contact Person: **Mr. Jerrel J. Brooks**
Address: P. O. Box 246, 311 Green Street
Fountain City, Indiana 47341
Telephone: 317-847-2191

Description:

The Japanese Culture class has been offered for five years at Richmond High School, and Japanese language has been offered for three years. A Japanese team teaching assistant, Juinichi Hakoda, works with Mr. Brooks on the classes. Mr. Jerrel Brooks worked with Earlham College to develop a Japanese program at Richmond High School before the Learning and Teaching About Japan project was implemented. In fact, the Richmond Community School Corporation/Earlham partnership served as the prototype.

HIGH SCHOOLS WITH CHINESE LANGUAGE PROGRAMS

The following is a list of high schools in Indiana that are currently offering a Chinese language program:

Arsenal Technical High School, 1500 East Michigan Street, Indianapolis, IN 46201
Chinese language teacher: Margaret Sing

North Central High School, 1801 East 86th Street, Indianapolis, IN 46240
Chinese language teacher: Jennie Chao

Perry Meridian High School, 401 West Meridian School Road, Indianapolis, IN 46217
Chinese language teacher: Ethel Spacke

Portage High School, 6450 Highway 6, Portage, IN 46368
Chinese language teacher: David Masty

Southport High School, 971 East Banta Road, Indianapolis, IN 46227
Chinese language teacher: Floyd Chamberlin

Two school corporations, in addition to the Learning and Teaching About Japan project participants, responded to a survey which requested more detailed information about Chinese language programs.

School Corporation: **Jennings County School Corporation**
Address: 34 Main Street
North Vernon, Indiana 47265
Telephone: 812-346-4483

Superintendent: Mr. John Ellis

Schools in the Corporation Offering Chinese:
Jennings County High School

Courses Offered:	*Grade Levels:*	*Enrollment:*
Exploratory Chinese	10-12	18

Teacher/ Contact Person: **Marisa Whiteaker**
Address: 800 West Walnut Street
North Vernon, Indiana 47265
Telephone: 812-346-5588

Description:

Exploratory Chinese has been offered for five years in Jennings County. Ms. Whiteaker has studied Chinese as part of the Ball State Project.

School Corporation: **MSD of Perry Township**
Address: 1130 East Epler Avenue
Indianapolis, Indiana 46227
Telephone: 317-787-7266

Superintendent: Dr. Raymond L. Fatheree

Schools in the Corporation Offering Chinese:

Meridian Middle School
Perry Meridian High School
Southport High School

Courses Offered:	*Grade Levels:*	*Enrollment:*
Chinese	8	22
Chinese	9-12	37

Teachers: **Floyd Chamberlin, Anne Bryant, Ethel Spacke**
Contact Person: **Ken Puckett, Assistant Superintendent, Sec. Ed.**
Address: 1130 East Epler Avenue
Indianapolis, Indiana 46227
Telephone: 317-787-7266

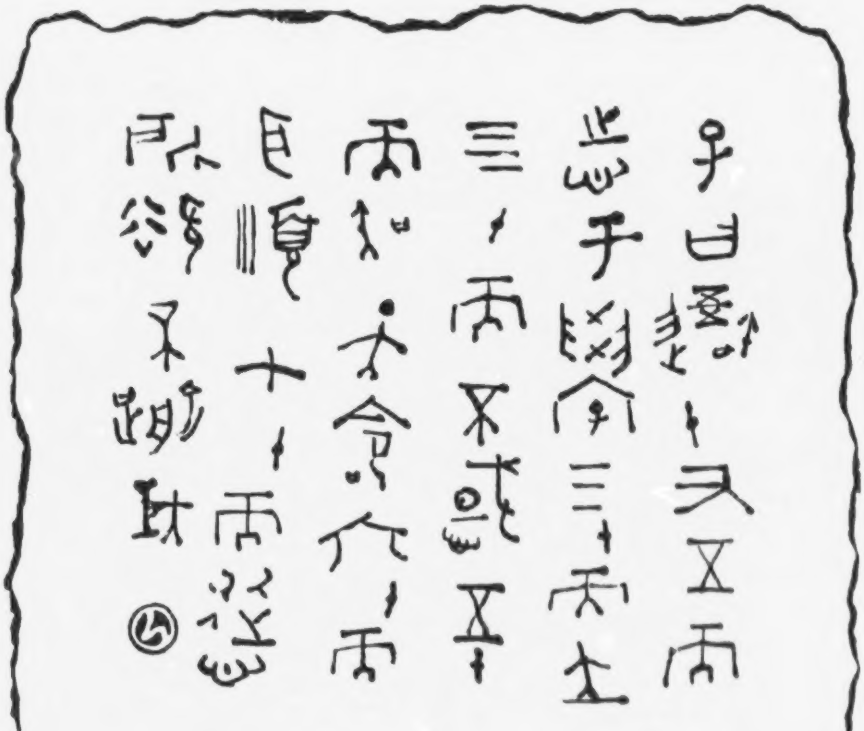
Description:

The Chinese program has been in existence for three years. All three of the teachers have been a part of the Ball State Project.

LEARNING AND TEACHING ABOUT JAPAN

IN INDIANA SCHOOLS

PROGRAM DEVELOPMENT



CURRICULUM DEVELOPMENT

Curriculum, as it is referred to in this document, is the collection of courses of study in a particular subject area and the content of those courses. Curriculum provides horizontal and vertical continuity, quality control, and consistent expectations for students. Curriculum cannot be an end in itself. It's usefulness lies in how effectively it is implemented and monitored.

Since the educational system, like the society it reflects, is an ever-changing, dynamic system, the curriculum needs to be constantly undergoing change to keep pace with the needs of the modern-day world. Curriculum must be revised or new curriculum must be developed in response to

- new developments in subject areas,
- technological changes which affect subject areas and the delivery of instruction,
- increased demands for competency of students, and
- the changing needs of society.

A well-organized curriculum development procedure is necessary within a school corporation to provide a format for systematic, productive, and effective change in the instructional program. This procedure must be carefully planned in advance and have the support of all of the important groups in the organization. Curriculum change will then become a planned action that strengthens the instructional program and maintains the balance of all subject areas.

The direction for curriculum development is provided by a curriculum committee composed of key people from all levels of the organization and from groups that are affected by curriculum change. The curriculum leader for the school corporation serves as the chairperson of this committee and the liaison with the various publics within the school system. The responsibilities of the Curriculum Committee are

1. to assess the long-range needs of students,
2. to maintain the balance of subject area emphasis,
3. to set curriculum development priorities, and
4. to approve all curriculum documents before they are submitted to the school board.

Temporary sub-committees may be appointed by the Curriculum Committee to study a particular subject area, to develop curriculum, and to make recommendations for changes to the Curriculum Committee.

STEP 1 - *Review of the district educational philosophy*

The first step in curriculum development is to review the district educational philosophy to determine its congruence with current thought on the subject area being studied. If the district does not have a written philosophy, one should be written by the committee.

STEP 2 - *Study of the existing program and research in the field*

Before revising curriculum, the committee should assess the following:

- Level of achievement of students
- Content currently being taught
- Instructional methods being used
- Instructional materials and resources being used
- Current research about the subject area

STEP 3 - *Development of subject area curriculum*

Curriculum development should follow a sequence similar to the following:

- Agreement on curriculum guide format
- Establishment of goals for the K-12 program
- Development of K-12 scope and sequence
- Identification of student performance objectives
- Recommendations of instructional activities and teaching strategies
- Development of evaluation techniques

STEP 4 - *Dissemination of curriculum for feedback*

In order for curriculum change to be accepted and implemented successfully, everyone must feel some ownership in the process. The committee responsible for writing the curriculum should involve classroom teachers, administrators, students, parents, and school board members in the process of assessing the current state of the subject area. Once the preliminary curriculum revision has been completed, everyone affected by the curriculum changes should have an opportunity to study the curriculum and respond to the changes. In major revisions and when time allows, the committee may want to pilot test the curriculum in representative classrooms.

STEP 5 - *Final revisions and approval*

Feedback from the teachers, students, administrators, parents, and school board members should be examined by the committee and incorporated where feasible. The variety of ideas enhance the final product. The curriculum is then presented to the Curriculum Committee for approval and, subsequently, to the school board for official adoption.

STEP 6 - *Identification of staff development needs*

A plan for staff development should be designed by the committee based on the following questions:

- What new research, subject area content, and technological changes have taken place in the subject area since the teaching staff received its training?
- What new techniques do teachers need to implement the new curriculum?
- What do the teachers need to know about the curriculum before implementation?

A timetable for staff development should be established and communicated to the staff.

STEP 7 - *Dissemination and implementation in the instructional program*

The curriculum should be disseminated to the teachers by the members of the committee who were responsible for writing the document. The committee members are the people most qualified to explain the thinking behind the curriculum. As the curriculum is implemented throughout the district, the implementation should be monitored by the committee and the school administrators. This will provide documentation that the curriculum is being implemented as designed, and will identify areas where assistance is needed.

STEP 8 - *Evaluation of the curriculum*

As soon as the curriculum is in place, a process of evaluation should begin. Student progress in the subject area should be evaluated, information should be gathered on the effectiveness and the efficiency of the curriculum, and the availability of resources should be monitored. As the results are analyzed, a need for program modifications may be indicated. Curriculum development and improvement is a continuous process. As new knowledge, changing thought, and improved technology become available, the curriculum must be revised to prepare students for the society that awaits them.

REFERENCES

1. Bradley, Leo H. Curriculum Leadership and Development Handbook. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1985, 158 pages.

2. Considered Action for Curriculum Improvement. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1980, 201 pages.

3. Fundamental Curriculum Decisions. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1983, 175 pages.

4. Kniep, Willard M. Next Steps in Global Education: A Handbook for Curriculum Development. New York: Global Perspectives in Education, Inc., 1987, 220 pages.

CURRICULUM SCOPE AND SEQUENCE

An essential part of developing an effective curriculum is establishing a scope and sequence. Decisions regarding the breadth and depth of the coverage of the subject area determine the ***scope*** of the curriculum. The curriculum writers must address the following questions:

- How much material will be presented to the students?
- How much time will be spent on each topic?
- What level of mastery of the material is expected?

The scope should be determined by the philosophy and goals for the international education curriculum. With the goals for the students in mind, the scope of the curriculum will follow.

The **sequence** of the curriculum is simply the plan for organizing the program. This plan should be developed so that the materials presented at the various grade levels is age-appropriate and follows sound educational principles. The curriculum writers must bear in mind that the key to building a sound educational program is the careful planning of a step-by-step process for building on previous learnings. The careful development of broad, less intricate concepts at the early grade levels support the learning of more complex concepts later on.

The completed scope and sequence will provide the framework around which the curriculum is built. The skeleton at each grade level or for each course can now be "fleshed out" to make a complete districtwide K-12 program.

The following documents were developed by Learning and Teaching About Japan project teams. They represent K-12 scopes and sequences for a subject area or some portion thereof and curriculum alignment charts. All of these documents are curriculum organizers that provide the educator with a plan.

ANDERSON COMMUNITY SCHOOLS - SENIOR HIGH SCHOOLS

COURSE OFFERINGS

SOCIAL STUDIES

COURSES	9	10	11	12	Required	Elective	Sr. Cit. Elect.
Introduction to the Social Studies	X	X					
World History	X	X	X	X		X	
World Geography	X	X	X	X		X	
Japanese Studies	X	X	X	X		X	
Asian Studies		X	X	X		X	X
Humanities: Philosophy and Religion		X	X	X		X	X
Economics			X	X		X	X
Sociology			X	X		X	X
Government				X	X		X
U. S. History			X		X		
LANGUAGE ARTS							
English	X	X					
Creative Writing		X	X	X		X	
World Literature			X	X		X	

ANDERSON COMMUNITY SCHOOLS - SENIOR HIGH SCHOOLS

LANGUAGE ARTS

ENGLISH 9th	ENGLISH 10th	CREATIVE WRITING	WORLD LITERATURE
Anne Morrow Lindberg, Sayonara Toshio Mori, Say It with Flowers Basho, Haiku and poetry	Similar Entries Chinese and Korean works "	Haiku study and composition (Booklet written)	Western European Emphasis

ANDERSON COMMUNITY SCHOOLS

AREAS	HUMANITIES: PHIL & REL.	U. S. HISTORY	INTRODUCTION SOCIAL STUDIES	GOVERNMENT	ECONOMICS	SOCIOLOGY
GEOGRAPHY	Environmental setting for development of indigenous religions and philosophies.	Comparison of size, place, and historic boundaries with China, Japan and the U.S. Other nations also discussed.	General geographic information; place geography	Map of Asia exercise		
HISTORY	Impact and part history plays on the development of religions and philosophies	Arrival of Perry and intrusion of the West; Meiji officials visits; the expansion of U.S. and Japan in the Pacific; Russo-Japanese War 1904-05; Naval conferences; WWI & WWII; A Bomb;Korean War; contemporary	Current events	World War II		
GOVERNMENT	Government's part as a facilitator, support, or restraint of philosophies and religion and their freedom to practice	U.S. Occupation 1945-52. Contemporary relations	Kinds of governments	U. S. Occupation 1945-52; Constitution of 1947 The United Nations		
ECONOMICS	Ideas regrading the profit motive or other restraints of religious beliefs; caste and class as a factor	Current trade problems and relations	Culture and customs		U.S.-Japanese Trade situation; deficits; Japanese economy; Jap.Government-business relationships; MITI	
SOCIOLOGY	Laws, customs, beliefs, and patterns derived from beliefs or ideas. General impact of the daily lives.					Case Study: A comparison of Japanese and Americsn social patterns
GENERAL CULTURE	Contributions of the arts, esp. architecture, on the belief system.					

ANDERSON COMMUNITY SCHOOLS

SOCIAL STUDIES

AREAS	WORLD HISTORY	WORLD GEOGRAPHY	JAPANESE STUDIES	ASIAN STUDIES
GEOGRAPHY	Geography as a setting for historical change; Study and making of physical, political, and historic maps indicating historic change	Topography, mapwork, and geographic terminology with survey of individual nations	How her insular position has affected her history and ethnic outlook. General geographic factors and mapwork.	Geographic setting and maps of Asia; Northeast, East, South, Southeast, and West Asia
HISTORY	A survey of all nations and regions of the world. A survey of Japan from the Yayoi to Heisei periods. Japan's international relations and conflicts.	Survey of world scene from 1945 to present.	A detailed survey of Japanese history from Yayoi to Heisei. Each period of history is investigated and the major personages studied. As well as her domestic history, emphasis is placed on her international relationships.	Survey of the history of Asia in both a local context and Western instrusions; from independent governments to colonial status, new indenpendence and international leaadership
GOVERNMENT	Historical survey of international governments. Structure and function of the Japanese monarchy, shogunate, Meiji Constituion, Taisho Democracy, and Showa Constitution.		Development of Japanese governmental forms from tribal, clans, local lords, monarchy, shogunate, Meiji Constitution, Taisho Democracy, Showa Constitution, SCAP Occupation, and Heisei as a current setting. for world wide relationships.	Developments of various national governments throughout the historical periods
ECONOMICS	Various economic systems in an historic setting. Japan from an agricultural, industrial and international economy.	Influences of agriculture, the sea, and industrialization	Economic development from primitive rice system to an agricultural economy to industrialization to world trade leadership. Attempt at political vs. an economic empire.	Asia as a society of villages and agricultural economies thru colonial status to modern industrial world leadership
SOCIOLOGY	General sociological patterns of ethnic and political groups and periods.	Demographics of national and ethic groups	Japanese as an homogeneous people; the family; the group; and groups involved in prejudice from Japanese	From village to an unrban society; the importance of the family and group in interpersonal relationships
GENERAL CULTURE	The arts and literature of peoples	Effects of geography on the creative activities of the world's people; Japanese survey	Emphasis placed on all the arts, crafts, and literature of Japan both traditional and contemporary.	Contributions to the arts, creative activities. and architecture. The place of the arts in daily living and ethnic and national pride.

ELKHART COMMUNITY SCHOOLS
Elkhart, Indiana

CURRICULUM ALIGNMENT WITH JAPANESE STUDIES

I. ELEMENTARY

Grade	Geography	History	Government/ Citizenship	Economics	Sociology/ Culture
1	14,15,16	21	1,2	4,6,7,9,14	3,4,5,6,7,8,10
2	2,7,9			1,3,4,10	1,4,7
3	3,4,5,6,7 10,19,21,28, 29,30	1	1,2,11		1,2,3,4
4	3,7			1,2,3,4	1,2,7
5	1,5,7,8			8	1,2,3
6	7,8,9,10,15, 16,17,20,21,22	15,16,17	8,10,11	5	3,7

Areas of the Social Studies curriculum directly or indirectly relating to Japan (global ed)
***by obj. number in curriculum guide**

II. MIDDLE SCHOOL

7 Social Studies/Japan/China Block/Interdisciplinary Approach

7 Home Ec, Art, Math, P.E.

8 Home Ec., Art, Math, P.E.

III. HIGH SCHOOL

- Home Ec
- Art
- Exploratory Teaching
- Journalism
- Fresh Introduction to Social Studies Courses
    - World History
    - World Cultures
    - Sociology
    - Economics
    - History - Colonization War
- Language Arts (Japanese Authors)
- Industrial Arts - Architecture/Electronics
- Math (Abacus)

LEARNING AND TEACHING ABOUT JAPAN SCOPE AND SEQUENCE
Fayette County School Corporation, Connersville, Indiana

	KINDERGARTEN	GRADE 1	GRADE 2
GEOGRAPHY	Japan is an island country.	Japan is an island country with mountains and volcanoes.	The climate of Japan has similarities to the climate of the east coast of the United States.
HISTORY	Holidays are a way of remembering the past.	Communities and countries celebrate holidays with different customs.	Communities change over time as the needs of people change.
CITIZENSHIP/ GOVERNMENT	Individuals everywhere follow rules.	Families in Japan establish rules for the family members.	People in communities all over the world have responsibilities for each other.
ECONOMICS	Japanese people use money to purchase goods and services.	Families in Japan use their resources to satisfy their needs and wants.	The needs and wants of people in Japan are similar to the needs and wants of people in the United States.
SOCIOLOGY	Members of a group are different and unique but share many common characteristics.	Families around the world vary in size and structure but serve some of the same needs.	Traditions are very important to the Japanese way of life.

LEARNING AND TEACHING ABOUT JAPAN SCOPE AND SEQUENCE

Fayette County School Corporation, Connersville, Indiana

	GRADE 3	GRADE 4	GRADE 5
GEOGRAPHY	Communities in Japan vary in size and structure and are linked by different kinds of transportation.	Land use varies from region to region in Japan.	The physical environment and the dense population affect the ways people live and work.
HISTORY	Individuals, communities, and nations take pride in their heritage.	The way of life in Japan today is different from the way of life in Japan many years ago.	People from Asian cultures have found freedom and opportunity in the United States.
CITIZENSHIP/ HISTORY	The people of Japan share a government, traditions, and holidays.	The communities and prefectures of Japan have people who make laws to protect the rights and safety of the people.	The governments of Japan and the United States have similarities.
ECONOMICS	Japan is an agricultural country and a highly industrialized country.	Agriculture and industry have made Japan and Indiana interdependent.	Asian people have been very important to the development and growth of the United States.
SOCIOLOGY	Communities around the world are unique but share many common characteristics.	People from East Asian cultures have contributed to the American way of life.	The United States is a multi-cultural society but its people are united by a variety of values, traditions, and beliefs.

LEARNING AND TEACHING ABOUT JAPAN SCOPE AND SEQUENCE

Fayette County School Corporation, Connersville, Indiana

	GRADE 6	GRADE 7	GRADE 8
GEOGRAPHY	Landforms, climate, natural vegetation, and other resources can influence ways of life.	People throughout the world are linked by transportation and communication networks.	Geographic factors of Japan have had an effect on Japan's relationship with the United States.
HISTORY	Many cultures had a time in which learning and art flouished. This golden age left a mark on the civilizations of today.	Every nation has a unique history, yet the histories of all nations have much in common.	Events of the past have had an effect on the unique relationship between Japan and the United States.
CITIZENSHIP/ GOVERNMENT	The government of Japan and the United States have similarities.	Governments everywhere perform the same functions.	The government of Japan today has developed in a unique way because of Japan's culture and history.
ECONOMICS	Technology, natural resources, and human resources have affected the economic system of Japan.	The economic system of Japan has similarities and differences to the economic system of the United States.	The Japanese economic system has undergone significant changes during the 20th century which have had major effects on the economic system of the United States.
SOCIOLOGY	A civilization is a culture characterized by a high level of organization in government, religion, and personal interrelationships.	People have adapted to a variety of different environments and no two cultures have adapted in exactly the same way.	Throughout history, the cultures of the United States and Japan have influenced each other.

LEARNING AND TEACHING ABOUT JAPAN SCOPE AND SEQUENCE
Fayette County School Corporation, Connersville, Indiana

	INTRODUCTION TO SOCIAL SCIENCES	WORLD CULTURES	ASIAN STUDIES
GEOGRAPHY	Geographic features of the earth affect human behavior.	Geographic factors and resources affect the development of cultures around the world.	The geographic features and resources of Asian countries have influenced the development of cultures in Asia.
HISTORY	Events in history shape how a culture adapts.	Events in history of various cultures are interrelated.	Every Asian nation has a unique history but the events in those histories have affected the development of the various Asian cultures.
CITIZENSHIP/ GOVERNMENT	Political organizations help to resolve conflicts and make interaction among people easier.	Governments around the world differ in organization and in the rights and responsibilities the individuals enjoy.	Asian countries have developed unique governments because of different influences of the culture.
ECONOMICS	The Japanese culture influences the economic systems of Japan and the United States today.	People have migrated from one part of the world to another because of a desire for better jobs and greater opportunities.	Nations of the world are interdependent.
SOCIOLOGY	Acceptable behavior for a role may vary among different societies and within the same society over time.	Many different individuals and groups have contributed to civilizations around the world.	Asian cultures and groups of people from Asian countries have influenced the development of cultures in other parts of the world.

Introduction to Japanese
Gary Community School Corporation
Gary, Indiana

Scope and Sequence
1989-90

Curriculum Services
1234 Cleveland Street
Gary, IN 46404
(219) 977-4238

EXPLANATORY NOTES

A) For 1989-90, students in the Gary Japanese program take the class two hours each week. The other three days they are in either advanced Spanish, advanced French, or advanced reading.

B) Accordingly, this Scope and Sequence Chart represents roughly sixty-six hours of instruction, including eight hours for tests.

C) The lessons are keyed to Kakutani, Japanese for Today.

D) The chart is not a comprehensive description of the course, but rather an indication of its general outlines. Although the classroom activities and homework assignments listed are the centerpiece of instruction, they are not meant to be an exhaustive account. Supplementary activities, especially from the teacher's guide to the textbook,will be frequently introduced.

WARMING UP I: Meeting People in Japanese

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Bowing/ Use of Name cards	Students look at real Japanese name cards (use opaque projector) and try to guess their use and meaning...	
Greetings/ Self introductions	Students make own name cards and exchange them with bows and greetings. (Hajimemashite/-- desu/ Doozo yoroshiku.)	

WARMING UP II: The Japanese Sound System

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Basic sounds of Japanese doubled vowels and consonants	Pair Activity: Students read words to partner, who must choose the word he hears from among similar sounding choices. (eg. aka vs. akka)	

WARMING UP III: Recognizing Hiragana/Classroom Expressions

Main Teaching Points	Classroom Learning Activities	Homework Assignments
46 Basic Hiragana Modified Hiragana	Overhead Projector Drills. Hiragana War: Partners put out a hiragana card. First to read the opponent's card keeps both	Hiragana Worksheets
Classroom Expressions	Pair Activity: Partners make gesture to represent commands and guess their meaning.	

Lesson ONE: Greetings and Goodbyes

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Greetings/Goodbyes for morning, afternoon, & evening	Situations Game: Pairs of students draw a card that describes a situation, e.g. "Two housewives meet at the fishmarket." They spin a spinner to determine the time of day, and then act out the situation in Japanese. Listening Quiz: Students listen to a conversation in Japanese and tell what time of day it is taking place.	Copy the hiragana for greetings and partings. Write up a dialogue from the situations game in hiragana.
Writing Hiragana: a through ko	Overhead: copying, flash drills	Hiragana worksheet

Lesson TWO: Greetings and Goodbyes (continued)

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Forms of Address (san, kun, sensee)	Students choose a Japanese name and make hiragana name tags. Students greet each other and the teacher using san, kun, or sensee. Concentration: In a circle, students introduce their new names to the group. Each must also say the names of all those to the left who have already introduced themselves, adding san or kun.	Worksheet: Given a situation and a person's name, write the proper form of address for that person in hiragana.
Writing Hiragana: sa through to	Overhead: copying, flash drills	Hiragana Worksheet

Lesson THREE: Meeting for the First Time

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Making Introductions (--san desu. /Hajimemashite/ Doozo yoroshiku)	Textbook dialogue: Listen and repeat as it is performed with puppets.	
	Act dialogue out in groups of three using own Japanese names and namecards from Lesson 2.	Write out own variations in hiragana.
Doozo/Doomo	Line Drill: Each line must pass an object from one end to the other. Students use Doozo and Doomo as they pass the object. Fastest line wins.	
Writing Hiragana: na through mo	Overhead: copying, flash drills	Hiragana worksheet

Lesson FOUR: Identifying People

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Simple statements and questions (Gakusee desu/ Sensee desuka)	Group Activity: Each student gets a card which identifies him as a teacher or student and has a number on it. Students try to guess identity of classmates. People who guess correctly score as many points as the number on classmate's card, AND exchange cards..	Worksheet: Given several pictures of teachers and students, make up a short conversation for each picture. (Eg., Gakusee desuka / Iie, chigaimasu. Sensee desu.)
Countries and Nationalities (Nanijin desuka/ Kankokujin desu)	Group Activity: Each student gets a miniature flag which determines her citizenship. Students must find and get signature of a citizen of each country represented.	Write country names in hiragana.

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Lesson FOUR, continued: Identifying People

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Wa Topic Marker (Tanaka san wa gakusee desu)	Pair Puzzle: Students must determine the nationality and occupation of six characters by questioning their partner for information.	Write out the nationality and occupation for each of the characters in the pair puzzle using full sentences in hiragana..
Asking someone's name (namae wa nandesuka, Onamae wa)	Show students pictures of famous people's faces and ask their names.	
Writing Hiragana: ya through n	Overhead: copying, flash drills	Hiragana worksheet

Lesson FIVE: Identifying People

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Numbers (1 to 10)	Pair activities: A) at count of three, each student puts out from 0 to 5 fingers. The first to add up and say the total number of fingers scores a point. B) Guess the number: One student chooses a number. The other guesses. After each wrong guess, partner tells whether the number is higher or lower. Count number of guesses needed.	Addition and subtractio problems written in hiragana. Students write answers in hiragana.

Lesson FIVE, continued: Identifying People

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Counter for grade (san nensee desu/ nan nensee desuka) Asking location (-- wa doko desu ka)	Students draw one-minute sketches of someone they know in school. Interview other students about their drawings, finding out name, school, grade level, and age of the person in question.	Write a brief introduction to go with the drawing used in the activity at left.
Negative of Copula (ja arimasen)	Guess the number in pairs. Instead of saying "iie, chigaimasu" for wrong guesses, use "iie, go ja arimasen."	Expand the introduction from above to include sentences with "ja arimasen."
Review of all hiragana	Students write hiragana on partner's back; he guesses it.	Hiragana worksheet.

Lesson SIX: Self Introductions

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Numbers (1 to 99)	Guess the number (see above)	
I (Watashi) Self-Introductions	Listening: Listen to textbook dialogue. Fill in chart with speakers' names, ages, grades, schools, and nationalities. Think out and practice own self-intro in pairs. Perform self-intro in front of entire class.	Write out own self-introduction in hiragana.

Lesson SEVEN: Telling Time

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Counter for time (ji) Asking the time (Ima nanji desu ka)	Pair Activity: Students complete worksheet by asking partner the time and drawing clock-hands to record the answer.	Write out the time on each clock face on worksheet at left in hiragana.
A.M. and P.M. (asa, hiru, gogo,yoru)	Pair Activity: True or False. One student reads a statement while the other checks it by consulting a time zone chart. (E.g., "It's morning in Tokyo now. It's also morning in London.)	Students write out own True or False problems in hiragana.
Nominalizer (no / asa no juuji)	Extension of above activity.	

Lesson EIGHT: Shopping

Main Teaching Points	Classroom Learning Activities	Homework Assignments
Numbers (1 to 999)	See above activities.	
Common Foods	Listening Activity: Food Bingo. Teacher calls out foods. Students with that food on card cover the space. Four in a row wins.	
Asking prices (Ikura desuka) Object particle O (-- o kudasai)	Pair Activity: One student is shopper, other is clerk. Shopper has 1000 yen to spend. Clerk has "food" (pictures on cards) to sell.	Make up a dialogue between a shopper and a clerk.
Reading katakana: a to n	Katakana War (Cf. Hiragana War, above)	

Supplementary Culture Capsules	
Warming Up III	Geography: Main Islands of Japan
Lesson ONE	Japanese Houses / Bathing
Lesson TWO	Song: Akatonbo
Lesson THREE	Japanese School Life (slides)
Lesson FOUR	Japanese Festivals (reading)
Lesson FIVE	Japanese Buddhism (reading/ field trip)
Lesson SIX	National Living Treasures of Japan (National Geographic Video)
Lesson SEVEN	Origami
Lesson EIGHT	Tea Ceremony (reading)

SOUTH BEND COMMUNITY SCHOOL CORPORATION
South Bend, Indiana

Curricular Integration - Where information about Japan is presently being taught as part of our curriculum.

1st Grade Social Studies - Families
Unit 6 - "A Look at the World"

2nd Grade Social Studies - Neighborhoods
Unit 6 - "Our World"

3rd Grade Social Studies - Communities
Unit 5 - "Around the World"
"Living in Communities Around the World"

6th Grade Social Studies
Unit 3, Chapter 14 - "Island Country"
"Feudalism and the Shogun"
"Industrial and Modern Japan"

7th Grade Social Studies
Study of Asian Countries - "Japan - A Nation of Islands"
"Japan - A Culture with Two Islands"

8th Grade Social Studies
World War II Unit

8th Grade English
Haiku Writing with Poetry Unit

High School Social Studies Classes
a) Social Science Survey 1 & 2
b) Early and Modern World Civilizations
c) Economics
d) World Geography 1: People and Their Environment
e) World Geography 2: Global Geography

High School Japanese Language Instruction
a) High School Japanese I
b) High School Japanese II

Team Suggestions:
- Study of Japanese culture/history/language through a collection of postage stamps
- Japanese art on postage stamps
- Classroom projects on Japanese culture
- Communication in Japan (telephone, post office, television, etc.)
- My street - your street (compare pictures of Japanese/South Bend streets)
- Organize some broad based activities:
  - Sorobon competition
  - Sorobon/calculator competition
  - New Year's observance
  - Other festivals celebration/observance
  - Video-letter exchange with Japanese classes

ADVISORY COMMITTEES

From the very beginning of the Learning and Teaching About Japan project in 1987, broad-based community advisory committees have been an integral part of the project activities. In fact, one of the nine goals of the project (see page xiii) has been "to establish a broad-based community advisory committee to assist with project development and community outreach." The project was expected to have an impact on the community as well as on the school, and it was recognized early by the project planners that implementation would not be successful in the school without community support. All project sites formed advisory committees early in their participation.

Broad-based community advisory committees helped to direct the planning and implementation of the projects, served as sounding boards, used their influence to support the projects, and assisted with community outreach activities. The keys to successful advisory committees are:

- Hold regular meetings and send minutes to everyone including the members that were not in attendance.
- Allow the committee to make decisions and then follow their plans.
- Keep everyone actively involved. Members must see that the committee has a purpose, and that each and everyone of them is needed.
- Speak their language. Don't use educational jargon.

On the following page, is a summary of the advisory board activities of the school corporations that have participated in the Learning and Teaching About Japan project.

Groups and individuals represented on the advisory committees have been:

Arts
Clergy
Librarians
Doctors
Bankers
Media - Radio, TV, Newspapers
Businesses
Industries -
    American-owned and Japanese-owned
Labor Organizations
Universities
Public School
    Administrators and Teachers
School Board Members
Students

Parents
Chamber of Commerce
Local Government
Service Organizations
    (i.e. Rotary, AAUW, etc.)
NAACP
Urban League
Nihon Friendship Club
Economic Development Groups
Real Estate Boards
Japanese Community
Retirees
People who have lived in Japan

Outreach activities conducted by advisory committees to further cultural awareness have been included:

- Providing guidance in the development of the project
- Serving as a communication network with the community
    - providing information about perceptions, attitudes and needs regarding international education
    - sharing the project activities with the community
    - gathering information about community resources available to enhance the project efforts
- Providing financial support and influence
- Hosting exchange students, teachers, and others
- Translating of Japanese materials
- Sponsoring Japanese concerts and cultural festivals
- Assisting with field trips, tours of businesses, social gatherings, etc.

EVALUATION

Evaluation by definition is a determination of the value of something - in this case, an educational project. A well-formed evaluation is based on ***facts*** - those things which we can presume to know objectively - and ***judgments*** - opinions reached after consideration of information. Ideally, a well-planned evaluation will be both feasible and practical, obtaining this information in an efficient manner.

The purpose of the evaluation process described here is not "cause and effect" or "acceptable/not acceptable" verdicts. Rather, it is to provide careful and accurate descriptions and comments to support sound ***decision-making***. Ideally, evaluation is an on-going process, using appropriate methodology and producing information which is both valid and reliable. An outcome of a useful evaluation will be a fair presentation of a project's strengths and weaknesses which will enable decision-makers to build on those strengths and address any problems.

The following evaluation approach focuses on important questions about a program: the responses to these questions will provide input for decisions about program refinement as well as the required accountability to the funding source. This approach offers flexibility for various types of programs and emphasizes ongoing evaluation and the use of available data, including longitudinal data.

The following steps are intended for use in developing an initial evaluation plan as well as refining an existing evaluation design.

PRELIMINARY STEP - Identify and involve an Evaluation Task Group.

Multiple perspectives about a program can add variety and depth to an evaluation effort. Additionally, this can build interest and ownership in the evaluation results and protect against a too-narrow or biased assessment.

An Evaluation Task Group is comprised of 3-7 people who want and will use information about this program and can be involved throughout the program planning. It is likely to be a subset of the broad-based planning group.

*STEP 1 - **What are the needs this program is designed to address?***

- **State the need for the program.**

  This can often be stated in a brief paragraph which begins: "This program is designed to meet **what needs of what students in what setting or context**."

*STEP 2 - **What are the specific goals of this program?***

- **Clarify the program's long-range goals and specific measurable objectives.**

  What indicators will signal that these intentions have been met? State each goal in specifically measurable terms based on these intentions and indicators. Focus on goals which are attainable in the short or long term, but avoid highly idealistic goals.

- **Identify and refine relevant evaluation questions.**

  This is an important part of evaluation planning. This step will determine the specific information to be gathered. By identifying the important questions to be answered about a program, evaluation begins with a clear focus and the potential efficiency and effectiveness of the process is increased. Consider these significant questions:

  - What questions need to be asked to know if the program's specific measurable objectives are met?
  - What are the anticipated outcomes of this program?
  - What do these questions imply about learner's needs, program content and delivery, available resources, or pupil progress?

  Using the discussion generated by these questions, briefly address the following statement: "In order to know if (this specific objective) is met, we need to know . . ."

STEP 3 - How can this program be examined fairly?

- **Develop an evaluation blueprint appropriate to this program.**

  Outline an evaluation plan which will include the following information:

  - questions to be asked
  - evaluation methodology to be used
  - data to be gathered
  - who is responsible
  - the timeline

- **Select evaluation methods and instruments.**

  The methodology and instruments used must be appropriate to the program being reviewed and the information desired. Try to use more than one measure to address the major questions in the evaluation plan.

- **Decide what will be done, by whom, and when.**

  Develop a systematic plan for data collection. Use available information where possible rather than generate new data. In addition to existing information, it may be necessary to generate information to respond to specific questions about the program. Plan to do what is relevant and feasible.

- **Review data in a continuous manner.**

  An ongoing review of data provides a way to stay informed about how a program is operating, what is working well, and what needs adjustment. Continuously-collected data are helpful in providing information about what is currently taking place as compared to summative data which provides the "after the fact" picture at the end of the program (or school year). These data allow for informed decision-making during program operation and can increase the effectiveness of a program. They can also be useful for interim and final evaluation reports.

- **Preplan how data will be analyzed.**

  Through formulation of a specific plan for summarizing and analyzing data, you can double-check that

  - all the necessary information is being collected, and
  - the evaluation plan "holds together" to give a cohesive picture of the program and to provide the necessary data to answer the questions posed in the evaluation.

STEP 4 - What is happening/has happened as a result of this program?

- **Implement the evaluation blueprint.**

  Systematically gather the data needed for completing the evaluation plan. To the extent possible, collect data in an ongoing manner rather than at the end of the project.

- **Build in interim checkpoints.**

  Formative uses of evaluation data are more likely to occur if interim checkpoints are built into the program timeline. At these times, any data collected would be summarized and reviewed. The quantitative and qualitative data are considered in combination, looking for patterns of program strengths and weaknesses. Adjustments which seem warranted are made to the program at the time of the review.

STEP 5 - What do these data tell us about this program?

- **Summarize the data.**

  At the interim or end-of-the-year checkpoint, the information collected is compiled in an easily readable format. What facts can be stated from the data? What informed opinions emerged from this process? Charts and tables often allow for concise displays of numerical data. Categorizing narrative data by topics or issues can make analysis easier.

- **Analyze and interpret the data.**

  Involve the Evaluation Task Group in reviewing the data to answer the questions posed in the evaluation plan and to make judgments about the current program. Ensure that adequate information is available to answer two important questions:

  - Has this program been sufficiently examined?
  - Is this a fair evaluation of the program?

- **Be ready to address important questions.**

  In addition to answering the specific questions posed in the evaluation plan, the following general questions/statements can guide the analysis of results.

  - Look for matches between what was anticipated, what was desired, and what has occurred in the program.

- Look for discrepancies between what was anticipated, what was desired, and what has occurred in the program.
- What unanticipated results were found?
- Has this program been implemented as designed? What changes or refinements occurred during implementation?
- What key issues emerged over the course of implementation and evaluation?
- What input variables affected these output data?
- How does this program fit in the total picture of needs and services in this district?
- Has this program made a difference? What evidence supports this conclusion?
- Based on these data, what decision options seem reasonable?

STEP 6 - What recommendations and reports can be made?

- **Prepare a draft report which fairly presents the program reviewed.**

  This report will identify the strengths and weaknesses of the program so that any future programs can build on those strengths and address the problems. This report will tell what program in what context serving what kind of students produced what results.

- **Make recommendations appropriate to the results.**

  One purpose of evaluation is to help educators derive better practice in the future as a result of examining current practices. All conclusions and recommendations should be explicitly justified. Maintain a holistic view when making suggestions. How does this program fit as part of the total school picture?

- **Adapt the report to focus on intended audiences.**

  It is unlikely a single evaluation report will serve the needs of all interested audiences.

- **Brevity and clarity in reporting are virtues.**

  A report should be no longer than is necessary to show the logical relationships across the information being presented. Proofread and "de-jargonize" each report before dissemination.

ACKNOWLEDGEMENTS

The preceding evaluation approach, which is a condensed version of the one used by the Indiana Department of Education, is the product of research and input from a number of Indiana educators who served as members of the Indiana Public Schools/University Partnership At-Risk Program Evaluation Focus Group. Those members are:

Walter Aldorisio	Center Grove School Corporation
Darla Cohen	Center for School Improvement Indiana Department of Education
Richard D. Frisbie	Indianapolis Public Schools
Marguerite Hart	MSD Washington Township School Corporation
Dennis Jackson	Educational Opportunities for At-Risk Students, Indiana Department of Education
Ed Robbins	Indiana Public School/University Partnership
Myrtle Scott	Indiana University
Marcella Taylor	Center for Community Relations and Special Populations Indiana Department of Education
Linda W. Thompson	Indiana Public School/University Partnership

For a copy of the complete evaluation document, contact the Indiana Department of Education, Center for Community Relations and Special Populations.

EVALUATION TECHNIQUES

A variety of evaluation techniques can be, and should be, used in evaluating the impact of educational projects. Many of the techniques listed below have been used by the school corporations participating in Learning and Teaching About Japan.

Number of Students Participating
Directed Observations
Informal Observations
Group Discussions
Individual Interviews
Small-Group Interviews
Checklists
Surveys
Inventories
Diaries
Logs
Samples of Work
Written and Oral Reports
Questionnaires
Teacher-Made Tests

Standardized Tests
Mastery of Course Objectives
Student Grades
Attitude Assessments
Anecdotal Records
Activity Records
Listing of Resources
Circulation of Resources
Levels of Participation
Curriculum Audits
Number of Courses Offered
Content of Courses
Requests for Services by Students and Parents

A teacher questionnaire, developed by Dr. Barbara Underwood, Mt. Pleasant Township Community School Corporation, and an evaluation form used by Ms. Jan Doi, School City of Mishawaka, to evaluate group presentations are included on the following pages.

MT. PLEASANT TOWNSHIP SCHOOL CORPORATION

LEARNING AND TEACHING ABOUT JAPAN
International Education Questionnaire

1. Do you incorporate international education in your teaching?

_____ Yes _____ No

2. What geographic areas do you include in your teaching? (Please check all that apply.)

_____ North America
_____ Latin America
_____ Europe
_____ Asia
_____ Africa
_____ Others (Please specify)

3. What topics about these areas do you teach? (Please check all that apply.)

_____ Language
_____ Art
_____ Music
_____ Government
_____ Geography
_____ History
_____ Trade
_____ Culture (food, clothing, family, religion, daily life, customs, etc.)

4. Are there additional aspects of international education you would like to teach? If yes, what are they?

5. What additional resources, materials, and/or assistance would be helpful in your teaching of international education?

6. In your opinion, why is international education important to students?

Name ____________________ Grade/Subject Taught _________________________

SCHOOL CITY OF MISHAWAKA

Evaluation form

Learning and Teaching about Japan

Title of Presentation________________________________

Name of presenter

Please circle the appropriate number beside each item.

	Poor				Excellent
Enthusiasm of speaker	1	2	3	4	5
Knowledge of speaker	1	2	3	4	5
Quality of Audio-visual materials	1	2	3	4	5
Accuracy of information	1	2	3	4	5
Overall presentation by speaker	1	2	3	4	5

What would you like to see added to this presentation?____

____

What could be omitted from this presentation?____

____

I would like to see other presentations dealing with ________________________________in Japan.

____

____

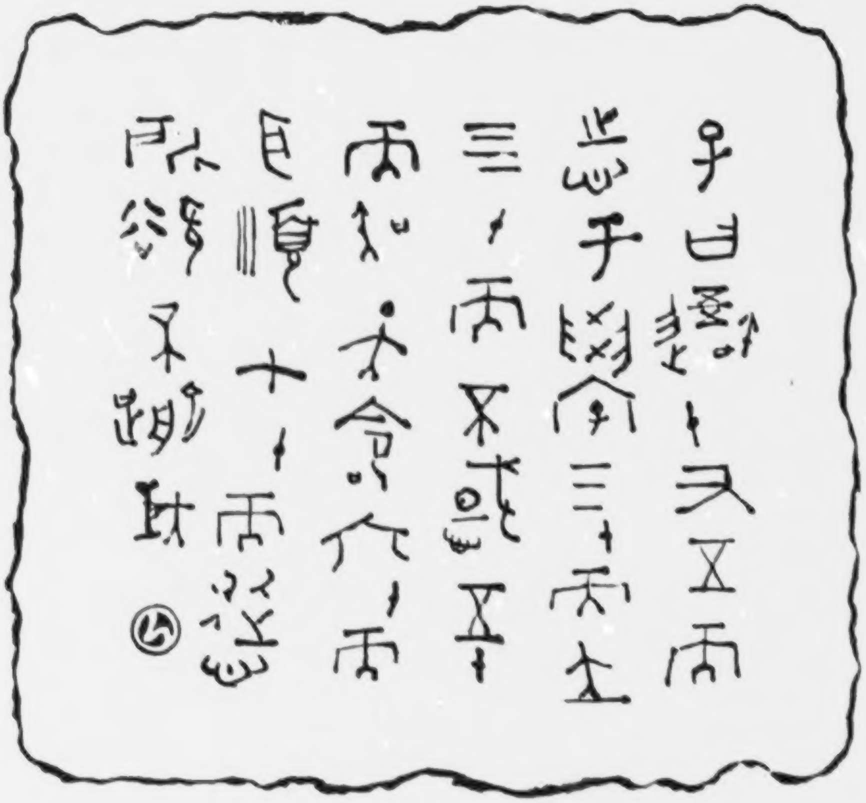
What did you like best about this presentation?

____

____

LEARNING AND TEACHING ABOUT JAPAN IN INDIANA SCHOOLS

MATERIALS / RESOURCES



CURRICULUM MATERIALS

- Benson, Mary Hammond and Elaine Magnusson. **Modern Japan: An Idea Book for K-12 Teachers**. Seattle, Washington: University of Washington, 1983.

  This book includes 40 lesson plans for use in a variety of subject areas: writing skills, social studies, visual arts, games, music, and other arts. The lessons were developed by classroom teachers who went to Japan as part of a project sponsored by the University of Washington East Asian Center.

Grade Level:	K-12
Format:	Book (127 pages)

  Available from:
  East Asian Resource Center
  Jackson School of International Studies
  302 C Thomson Hall, DR-05
  University of Washington
  Seattle, WA 98195
  Telephone: 206-543-1921

- Cashner, Randy and Linda Foston. **Teaching About Japan**. Richmond, Indiana: Richmond Community Schools, 1986.

  This resource unit is designed as a supplemental aid to a curriculum about Japanese culture and customs. The book includes activities, bibliographies, references, and general information to assist the teacher.

Grade Level:	2, 6 and 8
Format:	Book (395 pages)

  Available from:
  Richmond Community School Corporation
  300 Whitewater Boulevard
  Richmond, IN 47374
  Telephone: 317-973-3300

- Castle Towns: An Introduction to Tokugawa Japan. The Japan Project/SPICE, 1981.

  This unit is a slide-based introduction to life in Japan during the late feudal period (16th-19th centuries). The slides focus on architecture and defense features of the castle, the rise of castle towns as nascent urban centers, and those who lived in the castle towns. It provides a good comparison to European feudalism.

  Grade Level: 7-12
  Format: Book (51 pages) and 42 slides
  Cost: $29.95

  Available from: SPICE
  Littlefield Center, Room14
  300 Lasuen Street
  Stanford University
  Stanford, CA 94305-5013
  Telephone: 415-723-1114

- Children's Literature: Springboard to Understanding the Developing World. Toronto, Ontario: UNICEF Ontario, 1988.

  This flexible, integrated curriculum support document recommends literature that can be a powerful device for providing an understanding of the world's culture.

  Grade Level: 3-8
  Format: Book
  Cost: CAN $10.00

  Available from: UNICEF Ontario
  333 Eglington Avenue East
  Toronto, Ontario
  Canada M4P 1L7
  Telephone: 416-487-4253

- Contemporary Japan: A Teaching Workbook. New York: East Asian Institute, Columbia University, 1988.

  Invaluable resource for topical lessons and units concerning geography, language, religion, traditional history, modern history, society, and government.

  Grade Level: 7-12
  Format: Book
  Cost: $48.00

(continued on the next page)

Available from: East Asian Institute, Columbia University
International Affairs Building
420 West 118th Street
New York, NY 10027
Telephone: 212-854-4278

- Discovery Box: Exploring Japan Through Artifacts. Stanford, California: The Japan Project/SPICE, 1985.

  Students are engaged in a study of Japan through the use of everyday objects used by Japanese children today.

  Grade Level: K-12
  Format: Book (29 pages)
  Cost: $5.95

  Available from: SPICE
  Littlefield Center, Room 14
  300 Lasuen Street
  Stanford University
  Stanford, CA 94305-5013
  Telephone: 415-723-1114

- Evaluating Global Education. New York: The American Forum for Global Education, 1986.

  This resource book compiles evaluation instruments for assessing global education programs, materials, and learning.

  Grade Level: K-12
  Format: Loose-leaf binder (492 pages)
  Cost: $50.00

  Available from: The American Forum for Global Education
  45 John Street, Suite 1200
  New York, NY 10038
  Telephone: 212-732-8606

- The Haiku Moment: Seeing the World in a Grain of Sand. Stanford, California: The Japan Project/SPICE, 1980.

  Writing activities accompanied by slides and a cassette tape of haiku and Japanese music introduce students to the world of Japanese aesthetics and poetry.

  Grade Level: K-12
  Format: Book, slides, and cassette tapes
  Cost: $15.95

  Available from: SPICE
  Littlefield Center, Room 14
  300 Lasuen Street
  Stanford University
  Stanford, CA 94305-5-13
  Telephone: 415-723-1114

- Internationalizing Your School: A Resource Guide for Teachers, Administrators, Parents, and School Board Members. New York: Global Perspectives in Education, Inc., 1983.

  A product of the Task Force on Elementary, Secondary, and Undergraduate Education, this book presents model programs, K-12, and indicates how various groups can improve American students' competence in world affairs.

  Grade Level: K-12
  Format: Book (63 pages)
  Cost: $10.00

  Available from: Global Perspectives in Education, Inc.
  45 John Street, Suite 1200
  New York, NY 10038
  Telephone: 212-732-8606

- Japan. Oklahoma City, Oklahoma: Oklahoma State Department of Education, 1987.

  This guide on Japan is dedicated to promoting global awareness. It contains information on geography, history, the culture, education, government, economics, energy, transportation, and communication. Background knowledge, suggested activities, worksheets, and resources are included with each topic.

(continued on the next page)

Grade Level:	K-12
Format:	Book (205 pages)
Cost:	$4.00

Available from: Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105

- Japan: A Curriculum Guide to Teaching About Japan. Reno, Nevada: Washoe County School District, 1985.

This highly comprehensive unit on Japan looks at Japan's history, government, industry, and educational system. It also considers Japanese homes, holidays, gardens, sports, cooking, and religions. There are individual sections on the fine arts, the Japanese language, writing (calligraphy), the art of flower arranging (ikebana), and the kimono. This unit features many student activities such as a board game with cards, readings in Japanese folklore, homework assignments, and quizzes.

Grade Level:	6-8
Format:	Book, 331 pages

Available from: Washoe County School District
Reno, Nevada

- The Japan Database. Washington, D. C.: The Council of Chief State School Officers, 1986.

This resource guide is a must for sources of information, curriculum materials, innovative programs, and exchange programs.

Grade Level:	K-12
Format:	Loose-leaf binder (429 pages)
Cost:	$20.00

Available from: The Japan Database Project
Council of Chief State School Officers
379 Hall of the States
400 North Capitol Street N.W.
Washington, DC 20001
Telephone: 202-393-8161

- Japan in PrimeTime. Bloomington, Indiana: Indiana University, 1988.

  These curriculum guides consist of a collection of lessons and activities from PrimeTime teachers in Indiana. Titles in the series are:

    Tips for Teachers: PrimeTime Instructional Activities - The Japanese Culture
    Introduction to Japan: Focus on the Family
    Education in Japan

  Grade Level: K-3
  Format: Books

  Available from: Indiana University
  205 Memorial Hall West
  Bloomington, IN 47405
  Telephone: 812-335-3765

- Japan Meets the West: A Case Study of Perceptions. Stanford, California: The Japan Project/SPICE.

  Cultural perceptions are examined through Japan's early contact with the West. Includes slides, primary source readings, and classroom activities.

  Grade Level: 7-12
  Format: Book (122 pages) and 30 slides
  Cost: $34.95

  Available from: SPICE
  Littlefield Center, Room 14
  300 Lasuen Street
  Stanford University
  Stanford, CA 94305-5-13
  Telephone: 415-723-1114

- Johnson, Jacquelyn; Lynn S. Parisi; et al. Japan in the Classroom: Elementary and Secondary Activities. Boulder, Colorado: Social Science Education Consortium, Inc., 1987.

  The activities in this book were selected from more than 50 lessons developed by teachers and curriculum developers who participated in the 1985 project "Japan and Colorado: Linking Schools and Communities." Materials were selected that provided

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fresh approaches to topics generally included in the study of Japan at the elementary and secondary level: cross-cultural perceptions, family and society, language and literature, economics, and geography. Activities are included that will help students understand the cultural and economic connections between themselves, their own communities, and Japan.

Grade Level: K-12
Format: Book (178 pages)

Available from: Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302

- Japanese Activity Sheets. Boston: The Children's Museum

These activity sheets provide background and instructions for recreating authentic Japanese activities in the classroom. Subjects are "Fukuwarai" (Smiling Goddess Game), "Gyotaku" (Fish Printing), "Hashi" (Chopsticks), "Hinashikishi" (Framed Paper Dolls), "Janken" (Toss Up Game), "Kabuto" (Paper Samurai Helmut), "Kami Ningyo" (Paper Dolls), "Koinobori" (Carp Streamers), "Negajo" (New Years Cards), and "Tanabata no Kazari" (Star Festival Decorations).

Grade Level: K-6
Format: Packet

Available from: The Children's Museum
Museum Wharf
300 Congress Street
Boston, MA 02210
Telephone: 617-426-6500

- Japanese for Busy People. Association for Japanese Language Teaching. Tokyo: Kodansha International, Ltd.

Each of 30 lessons covers a situation with which a foreigner has to cope in daily life in Japan. Included are dialogues in kana, grammar explanations, and exercises in English and romaji.

Format: Book (213 pages) and four cassette tapes
Cost: Book - $19.95
Tapes - $50.00

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Available from: JACP, Inc.
414 East Third Avenue
San Mateo, CA 94401
Telephone: 415-343-9408

- Kakutani, Akiko. **Nihongo**. Richmond, Indiana: Earlham College, 1990. (Developed in cooperation with the Indiana Department of Education.)

  This series of textbooks was written especially for secondary level Japanese language programs as part of the Learning and Teaching About Japan Project. Series includes:
    - **Nihongo, Part I**
    - **Nihongo, Part I, Exercises**
    - **Nihongo, Part II**
    - **Nihongo, Part II, Exercises**

  Part I books are designed for Level I Japanese classes, and Part II books are intended for Level II classes.

  Grade Level: 7-12
  Cost: $12.00

  Available from: Earlham College
  Institute for Education on Japan
  Box 44
  Richmond, IN 47374
  Telephone: 317-983-1324

- Kniep, Willard M. **Next Steps in Global Education: A Handbook for Curriculum Development**. New York: The American Forum, Inc., 1987.

  This step-by-step guide to the process of developing programs in global education can be used for planning a single course, a classroom program, or a comprehensive K-12 curriculum.

  Grade Level: K-12
  Format: Loose-leaf binder (220 pages)
  Cost: $30.00

  Available from: Global Perspectives in Education, Inc.
  45 John Street, Suite 1200
  New York, NY 10038
  Telephone: 212-732-8606

- Myself and Others. New York: Global Perspectives in Education, Inc., 1979.

Students progress from thinking about themselves in the context of their immediate surroundings to thinking about themselves in the context of the world. Themes treated include interconnections between people, human commonalities and differences, systems, cooperation, and communication. Twenty-five lesson plans contain over 125 skill-building activities.

Grade Level:	K-5
Format:	Book (70 pages)
Cost:	$5.00

Available from:
Global Perspectives in Education, Inc.
45 John Street, Suite 1200
New York, NY 10038
Telephone: 212-732-8606

- The Modernization of Japan: Continuity and Change

Through a variety of teaching methods - small group work, dramatics and primary source readings, role play, analysis of Japanese art, photographs, and actual advertisements dating from the late 19th and early 20th centuries - students will explore the concepts of continuity and change through a case study of Japanese life after the end of the feudal period and during the Meiji Period (1868-1912).

Grade Level:	7-12
Format:	Book (74 pages) and 23 slides
Cost:	$29.95

Available from:
SPICE
Littlefield Center, Room 14
300 Lasuen Street
Stanford University
Stanford, CA 94305-5013
Telephone: 415-723-1114

- The New Global Resource Book. New York: The American Forum for Global Education, 1990.

This is a resource directory of materials available on a broad range of global/international topics. Annotated listings of different books, curriculum materials, and audiovisual materials provide information about the most current materials available to

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supplement K-12 curricular needs.

Grade Level: K-12
Format: Loose-leaf binder (256 pages)
Cost: $30.00

Available from: The American Forum for Global Education
45 John Street, Suite 1200
New York, NY 10038
Telephone: 212-732-8606

- The New Global Yellow Pages. New York: The American Forum for Global Education, 1989.

  This resource directory lists and cross indexes 172 organizations and projects that provide services related to global/international education. Listings include current addresses, contact persons, major focus of the organization or project, and information about the services they provide.

  Grade Level: K-12
  Format: Loose-leaf binder (177 pages)
  Cost: $30.00

  Available from: The American Forum for Global Education
  45 John Street, Suite 1200
  New York, NY 10038
  Telephone: 212-732-8606

- Opening Doors: Contemporary Japan. New York: The Asia Society, Inc., 1979.

  This curriculum for international education is the product of the Education Sub-Committee of the United States-Japan Conference for Cultural and Educational Interchange in cooperation with the North Carolina Department of Public Instruction. The document presents a framework for international education, background information on Japan, resources, and teaching units.

  Grade Level: K-12
  Format: Book (425 pages)

  Available from: The Asia Society, Inc.
  Education and Communications
  725 Park Avenue
  New York, NY 10021
  Telephone: 212-288-6400

- Shogun: A Guide for Classroom Use. Stanford, California: The Japan Project/SPICE.

  This booklet includes historical and contemporary classroom activities, a Japanese glossary, comparative chronology (1400-1650), and synopses of the TV mini-series.

Grade Level:	7-12
Format:	Book
Cost:	$5.95

  Available from:
  SPICE
  Littlefield Center, Room 14
  300 Lasuen Street
  Stanford University
  Stanford, CA 94305-5-13
  Telephone: 415-723-1114

- Simon, Mutsuko Endo. A Practical Guide for Teachers of Elementary Japanese. Ann Arbor, Michigan: Center for Japanese Studies, The University of Michigan, 1984.

  This is a valuable resource for practical ideas and teaching techniques to use in the classroom. The guide provides guidance in developing a course plan, in choosing a textbook, in teaching language skills, in designing tests and homework assignments, and on grading strategies.

  Available from:
  The Center for Japanese Studies
  The University of Michigan
  108 Lane Hall
  Ann Arbor, MI 48109

- Stepping Stones: Teaching About Japan in the Elementary Grades. Mill Valley, California: The U. S.-Japan Education Group, 1988.

  The lessons in this guide have been selected from curriculum packages prepared by educators who have received fellowships to Japan through the Keizai Koho Center and the Japan Foundation in cooperative with the National Council for the Social Studies. Stepping Stones features the active involvement of students in the learning process. Lessons are grouped under these headings: Motivational Activities, Land and People, Hands-On Experiences, Economic Interdependence, Culture and Customs, Perceptions of the Past, and Culminating Activities.

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Grade Level: K-6
Format: Book (95 pages)
Cost: Free

Available from: U. S.-Japan Education Group
17 Eagle Rock Road
Mill Valley, CA 94941

- Wojtan, Linda S. Free Resources For Teaching About Japan. Bloomington, Indiana: Indiana University, 1987.

  Grade Level: K-12
  Format: Book (56 pages)

  Available from: The Midwest Program for Teaching About Japan
  Indiana University
  2805 East Tenth Street
  Bloomington, IN 47405
  Telephone: 812-335-3838

- Wojtan, Linda S. Guide to Recommended Curriculum and Audio Visual Materials For Teaching About Japan. Bloomington, Indiana: Indiana University, 1986.

  Grade Level: K-12
  Format: Book (27 pages)

  Available from: The Midwest Program for Teaching About Japan
  Indiana University
  2805 East Tenth Street
  Bloomington, IN 47405
  Telephone: 812-335-3838

BOOKS

- All-Japan: The Catalogue of Everything Japanese. New York: Quill, 1984, 224 pages.

  This book introduces Japanese culture under 16 categories with many color pictures. The 16 categories are: crafts, design, visual arts, literature and film, the bath, the tea ceremony, food and drink, music, medicine, sports, religion, theater, travel, child's play, after school, and language. The book also contains all sources with addresses and phone numbers in Canada and the U. S.

  Grade Level: K-12
  Cost: $15.95

  Available from: Social Studies School Service
  10200 Jefferson Boulevard, Room Y7
  P. O. Box 802
  Culver City, CA 90232-0802
  Telephone: 800-421-4246

- Anthology of Japanese Literature. Grove Press, 1988, 444 pages.

  This anthology includes traditional Japanese literature from ancient times until the mid-nineteenth century.

  Grade Level: 9-12
  Cost: $13.95

  Available from: Baker and Taylor
  501 South Gladiolus Street
  Momence, IL 60954-1799
  Telephone: 800-435-5111

- The Buried Treasure and Other Tales. Philadelphia: Lippincott, 1958.

  An anthology of Japanese folk tales and short stories for classroom use.

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Grade Level: 3-8

Available from: Lippincott, a division of
Harper and Row
East Washington Square
Philadelphia, PA 19105
Telephone: 800-242-7737

- Blumberg, Rhoda. Commodore Perry in the Land of the Shogun. New York: Lothrop, Lee and Shepard Books, 1985, 144 pages.

  This Newbery Honor Book discusses U. S.-Japanese foreign relations at the time of Commodore Perry's visit to Japan. Readers will be entertained and informed by this well researched, behind-the-scenes look at one of history's most significant diplomatic achievements.

  Grade Level: 3-8
  Cost: $13.00

  Available from: Wings for Learning
  1600 Green Hills Road
  P. O. Box 660002
  Scotts Valley, CA 95067-0002
  Telephone: 800-321-7511

- Cherry, Kittredge. Womansword. New York: Kodansha International, Ltd., 1987, 151 pages.

  This book reveals what Japanese words say about Japanese women and the Japanese culture. In a glossary format, it presents several hundred terms about female identity, girlhood, marriage, motherhood, the work world, sexuality, and aging in Japan.

  Grade Level: 9-12
  Cost: $13.95

  Available from: Kodansha International, Ltd.
  10 East 53rd Street
  New York, NY 10022
  Telephone: 800-638-3030

- Collcutt, Martin; Marius Jansen; and Isao Kumakura. Cultural Atlas of Japan. New York: Facts on File Publications, 1988, 240 pages.

  This beautifully illustrated book tells the story of the Japanese culture, beginning with its debt to geography and its earliest surviving traces as revealed by archaeology. The story is told in non-specialist language, with vivid descriptions of events in Japanese history, generous quotations from Japanese literature and revealing glimpses of Japanese society.

  Grade Level: 7-12
  Cost: $40.00

  Available from: Facts on File, Inc.
  460 Park Avenue South
  New York, NY 10016
  Telephone: 800-322-8755

- Elkin, Judith. A Family in Japan. Minneapolis, Minnesota: Lerner Publications Company, 1987, 31 pages.

  This book describes the home, customs, work, school, and amusements for families in Japan.

  Grade Level: K-6
  Cost: $8.95

  Available from: Lerner Publications Company
  241 First Avenue North
  Minneapolis, Minnesota 55401

- Favorite Fairy Tales Told in Japan. Boston: Little, Brown and Company, 1967.

  An anthology of Japanese folk tales and short stories for classroom use.

  Grade Level: 3-8

  Available from: Little, Brown and Company
  Time/Life Books
  34 Beacon Street
  Boston, MA 021108
  Telephone: 800-343-9204

- George, Paul S; Evan George; and Todhiko Abiko. The Japanese Junior High School: A View from the Inside. Columbus, Ohio: National Middle School Association, 1989, 48 pages.

This book presents an intimate view of the Japanese Junior High School seen primarily through the eyes of Paul George during seven weeks of observation. The book is seasoned by occasional reactions of Dr. George's son, Evan, a seventh grader who enrolled in a Japanese school for seven weeks and is given further credence by the reflections of Professor Abiko, a Japanese educator who has studied both Japanese and American schools.

Grade Level: 6-9

Available from: The National Middle School Association
4807 Evanswood Drive
Columbus, Ohio 43229-6299
Telephone: 614-848-8211

- Greene, Carol. Japan: Enchantment of the World Series. Chicago: Children's Press, 1983, 127 pages.

This book includes history, geography, and culture with many excellent colored illustrations and maps.

Grade Level: 3-8
Cost: $17.95

Available from: Children' Press
5440 North Cumberland Avenue
Chicago, IL 60656
Telephone: 800-621-1115

- Halberstam, David. The Reckoning. New York: Morrow and Company, Inc., 1986.

The author describes the Japanese challenge to the United States and to the world in the manufacture and distribution of automobiles. He utilizes the number two manufacturer of automobiles in the U. S. (Ford Motor Company) and Japan (Nissan) to illustrate the specific methods of competition in each country and explains how and

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why each is effective and/or ineffective. The books offers an outstanding insight into why the Japanese have been so effective in making and marketing the automobile, especially outside of Japan and even more especially in the United States.

Grade Level: 9-12
Cost: $19.95

Available from: William Morrow
105 Madison Avenue
New York, NY 10016

- Hall, John Whitney. Japan: From Prehistory to Modern Times. New York: Dell Publishing, 1970, 395 pages.

This book is a concise, authoritative, and highly readable introduction to a fascinating country.

Grade Level: 9-12

Available from: Dell Publishing Company
666 Fifth Avenue
New York, NY 10103

- Henshall, Kenneth G. A Guide to Remembering Japanese Characters. Rutland, Vermont: Charles E. Tuttle Company, 1988, 675 pages.

Henshall presents a mnemonic method of remembering nearly 2,000 basic Japanese characters. Arranged according to levels of readership, the text shows the brush and typewritten form of the character, the pronunciation, a brief description of the word and its usage, a transliteration of the meaning, and a short phrase to aid in remembering the character and how to write it. A comprehensive index of all words and phrases in English and Japanese enhances this useful work, suitable for larger libraries with foreign language collections.

Grade Level: 8-12

Available from: Charles E. Tuttle Company, Inc.
28 South Main Street
P.O. Box 410
Rutland, VT 05701-0410
Telephone: 802-773-8930
802-773-8229
FAX: 802-773-6993

- A Hundred Things Japanese. Tokyo: Japan Culture Institute, 1978.
- A Hundred More Things Japanese. Tokyo, Japan Culture Institute, 1980.

This books describe different subjects which are a part of Japan ranging from kinds of food and styles of clothing and architecture to customs, pastimes, aesthetic values and social relationships. The result is a unique portrait of Japanese society.

Grade Level: 4-12
Cost: $25.00 each

Available from: Japan Publications Trading Company, Ltd.
P. O. Box 5030
Tokyo International
Tokyo 101-31, Japan

- Introduction to Japanese: Hiragana. Stanford University: The Japan Project/SPICE, 1977.

These units introduce elementary and secondary students to the concept of a non-alphabetic writing system through exposure to one form of written Japanese called hiragana. There are two sets of materials: an elementary set and a secondary set. Each set has a teacher's manual and a student's handbook.

Grade Level: K-12
Cost: $10.95

Available from: The Japan Project/SPICE
Littlefield Center, Room 14
300 Lasuen Street
Stanford University
Stanford, CA 94305-5013
Telephone: 415-723-1114

- Itoh, Teiji. The Gardens of Japan. New York: Kodansha International, 228 pages.

This large format book offers exquisite photographs and an articulate text on the essence of Japanese gardening and its relation to houses and people.

Grade Level: K-12
Cost: $95.00

Available from: Kodansha International, Ltd.
10 East 53rd Street
New York, NY 10022
Telephone: 800-638-3030

- Japan in Your Pocket.. Japan Travel Bureau, International, 1988, 192 pages.

  This 10 volume illustrated series provides explanations in practical terms through the eyes of a foreigner of basic Japanese customs necessary to survive in this society. Titles include:

  Volume 1 - A Look Into Japan
  Volume 2 - Living Japanese Style
  Volume 3 - Eating in Japan
  Volume 4 - Festivals of Japan
  Volume 5 - Must-See in Kyoto
  Volume 6 - Must-See in Nikko
  Volume 7 - A Look Into Tokyo
  Volume 8 - "Salaryman" in Japan
  Volume 9 - Who's Who in Japan

Grade Level:	4-12
Cost:	$10.00 (each volume)

  Available from:
  Japan Travel Bureau
  625 North Michigan, Suite 1220
  Chicago, IL 60611
  Telephone:: 312-698-9090

- Kakutani, Akiko. Nihongo. Richmond, Indiana: Earlham College, 1990. (Developed in cooperation with the Indiana Department of Education.)

  This series of textbooks was written especially for secondary level Japanese language programs as part of the Learning and Teaching About Japan Project. Series includes:

  Nihongo, Part I
  Nihongo, Part I, Exercises
  Nihongo, Part II
  Nihongo, Part II, Exercises

  Part I books are designed for Level I Japanese classes, and Part II books are intended for Level II classes.

Grade Level:	7-12
Cost:	$12.00

  Available from:
  Earlham College
  Institute for Education on Japan
  Box 44
  Richmond, IN 47374
  Telephone: 317-983-1324

- Kalman, Bobbie. Japan: The Culture. Crabtree, 1989, 32 pages.

From social manners to festivals, children will love reading about the wide variety of customs that enrich the lives of the Japanese. This book shows how Japan has been influenced at different times by both China and the West.

Grade Level: 2-9
Cost: $7.00

Available from: Crabtree Publishing Company
Department 2R
350 Fifth Avenue, Suite 3308
New York, NY 10118
Telephone: 800-387-7650

- Kalman, Bobbie. Japan: The Land. Crabtree, 1989, 32 pages.

This beautifully designed book covers every aspect of the fascinating land of Japan: its geography, natural phenomena, resources, and agriculture. A brief history chronicles the shift from feudal to modern times.

Grade Level: 2-9
Cost: $7.00

Available from: Crabtree Publishing Company
Department 2R
350 Fifth Avenue, Suite 3308
New York, NY 10118
Telephone 800-387-7650

- Kalman, Bobbie. Japan: The People. Crabtree, 1989, 32 pages.

The distinctive blend of traditional and modern traits in Japanese society is the dominant theme of this book. Carefully written to show how societies function in general, the text also points out the ways in which Japanese society differs from western societies.

Grade Level: 2-9
Cost: $7.00

Available from: Crabtree Publishing Company
Department 2R
350 Fifth Avenue, Suite 3308
New York, NY 10118
Telephone 800-387-7650

- Japan Through Children's Literature. Westport, Connecticut: Greenwood Press, 1985, 144 pages.

  This bibliography is intended to help young Americans acquire an accurate image and understanding of Japanese culture through children's literature. This book provides evaluations of trade books on Japan in order to help teachers, librarians, and interested parents in the U. S. to select materials from the vast numbers of books available.

  Grade Level: K-12
  Cost: $38.95

  Available from: Greenwood Publishing Group, Inc.
  88 Post Road West, Box 5007
  Westport, CT 06881
  Telephone: 203-226-3571
  800-225-5800
  FAX: 203-222-1502

- Japanese for Busy People. Association for Japanese Language Teaching

  Each of the 30 lessons in this textbook covers a situation with which a foreigner has to cope in daily life in Japan. Dialogues in kana, grammar explanations, and exercises in English and romaji. Audiocassette tapes to accompany the lessons are also available.

  Cost: Textbook (213 pages): $19.95, tapes: $50.00

  Available from: **JACP, Inc.**
  414 East Third Avenue
  P.O. Box 367
  San Mateo, CA 94401
  Telephone: 415-343-9408
  800-874-2242

- Jitsuyo Nihongo. Tokyo: Shinjuku Nihongo Gakko.

  These books and tapes are excellent for drill and conversation practice. Illustrations cue students to content of dialogue which is all kana/kanji.

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Cost: Volume 1 (124 pages): 2,000 yen
Volume 2 (47 pages): 1,000 yen
Audiocassette tapes: 5,800 yen

Available from: Shinjuku Nihongo Gakko
1-14-15 Takadanobaba
Shinjuku-ku, Tokyo 160, JAPAN
Telephone: 03-368-6381

- Kodansha Encyclopedia of Japan. Tokyo: Kodansha International, Ltd.

This is the most comprehensive work of reference ever devoted to a single nation. The nine-volume encyclopedia contains 10,000 articles, written by 1,200 authorities from 27 nations, that cover every dimension of Japanese society, history, politics, economy, thought and culture.

Cost: $620.00

Available from: Kodansha International, Ltd.
10 East 53rd Street
New York, NY 10022
Telephone: 800-638-3030

- Koide, Fumiko. Easy Japanese. Nippon Kyoiku Kiki

The entire series of textbooks is in romaji with kanji/kana on same or opposite pages. These books and audiocassette tapes provide an excellent source of drills.

Cost: Volume 1 (118 pages): 1,380 yen
Volume 2 (123 pages): 1,380 yen
Volume 3 (212 pages): 1,980 yen
Audiocassette tapes: 13,800 yen per volume

Available from: Kinokuniya Bookstore
1581 Webster Street
San Francisco, CA 94101
Telephone: 415-567-7625

10 West 49th Street
New York, NY 10020
Telephone: 212-765-1461

- Kojima, Takashi. The Japanese Abacus: Its Use and Theory. Rutland, Vermont: Charles E. Tuttle Company,

  Available from: Charles E. Tuttle Company
  28 South Main Street
  P. O Box 410
  Rutland, VT 05701-0410
  Telephone: 802-773-8930
  802-773-8229
  FAX: 802-773-6993

- Koren, Leonard. 283 Useful Ideas From Japan. Tokyo, Japan: The Japan Times, 1988, 173 pages.

  This book describes useful ideas from the Japanese, including products, services, marketing, and communications.

  Cost: 1500 yen

  Available from: Chronicle Books
  San Francisco, CA

- Kubo, Yoshiaki. Nihongo no Hon.

  This textbook and workbook entitled "Japanese for Children" introduces simple vocabulary and basic sentence patterns.

  Cost: Textbook (115 pages): 1,200 yen, and workbook: 1,000 yen

  Available from: Bonjinsha Company
  JAC Building
  5-5-35 Konan, Minato-ku
  Tokyo 108, Japan

- A Look at Japanese Culture Through the Family: A Case Study Activity. Boulder, Colorado: Rocky Mountain Region Japan Project, 1988.

  This collection of 33 case studies based on home stays with Japanese families reflects the rich diversity of contemporary Japanese family life that is often overlooked by travelers. The homes of these Japanese families include compact disc players, old Patti Page records, tatami mats, and overstuffed furniture. Some families have lived abroad, some struggle with English, and one includes Miss Yokohama of 1987.

  Grade Level: 5-12
  Cost: $6.00

  Available from: Rocky Mountain Region Japan Project
  Social Science Education Consortium
  855 Broadway
  Boulder, CO 80302
  Telephone: 303-492-8154

- Reike, Chiba. Seven Lucky Gods of Japan. Rutland, Vermont: Charles E. Tuttle Company, Inc., 1966, 42 pages.

  This book about the origin of the seven lucky gods of Japan also reveals to which patron god various occupations pray.

  Cost: $12.95

  Available from: Charles E. Tuttle Company, Inc.
  28 South Main Street
  P.O. Box 410
  Rutland, VT 05701-0410
  Telephone: 802-773-8930
  802-773-8229
  FAX: 802-773-6993

- Reischauer, Edwin O. The Japanese Today. Cambridge, Massachusetts: Harvard University Press, 1988, 426 pages.

  This is a classic exposition written by a former ambassador to Japan and an acknowledged expert who help to determine Japan's direction after World War II. It presents a brilliantly rounded portrait of the background, culture, and values of Japan.

  Grade Level: 9-12

  Available from: Harvard University Press
  Cambridge, MA

- Saka, Kiyo and Hisako Yoshiki. Speak Japanese: A Textbook for Young Students. Tokyo: Kenkyusha, 144 pages.

  This book is designed for beginning students and uses many simple but useful illustrations. Kana with some English.

  Grade Level: 4-12
  Cost: 1600 yen

  Available from: Kenkyusha Publishers
  9 Kanda Surugadai 2-chome
  Chiyoda-ku, Tokyo 101
  JAPAN
  Telephone: 03-291-6845

- Saint-Gilles, Amaury. MINGEI: Japan's Enduring Folk Arts. Union City, California: Heian International, Inc., 1983, 260 pages.

  This book is an excellent source of information on many of the traditional folk arts with history of each and examples.

  Cost: $20.00

  Available from: Heian International, Inc.
  Union City, CA 94587

- The Oxford-Duden Pictorial English-Japanese Dictionary. New York: Oxford Press, 864 pages.

  Cost: $34.95

  Available from: Oxford University Press
  200 Madison Avenue
  New York, NY 10016
  Telephone: 800-451-7556

- The Showa Anthology: Modern Japanese Short Stories 1929-1984. New York: Kodansha International, Ltd., 1989, 448 pages.

  An anthology of Japanese folk tales and short stories for classroom use.

  Grade Level: 9-12
  Cost: $14.95

  Available from: Kodansha International, Ltd.
  P.O. Box 1531
  Hagerstown, MD 21741
  Telephone: 800-638-3030

- Snyder, Dianne. The Boy of the Three Year Nap. Boston: Houghton Mifflin Company, 1988, 32 pages.

  This award winning version of a traditional Japanese folk tale tells about a lazy boy who has the tables turned on him.

  Grade Level: K-8
  Cost: $14.95

  Available from: Houghton Mifflin Company
  1900 South Batavia Avenue
  Geneva, IL 60134
  Telephone: 800-323-5663

- Spry-Leverton, Peter. Japan. Facts-On-File, 1987, 192 pages.

  This is an excellent text that discusses Japanese history in the twentieth century. Many excellent color illustrations are included.

  Grade Level: 6-12
  Cost: $21.00

  Available from: Facts-On-File, Inc.
  460 Park Avenue South
  New York, NY 10016
  Telephone: 800-322-8755

- Taylor, Samuel Jared. Shadows of the Rising Sun: A Critical View of the Japanese Miracle. New York: William Morrow and Company, Inc., 1983, 336 pages.

  In this book, Mr. Taylor examines the Japanese system - the culture, the religion and traditions, and the corporations - and tries to put it all into perspective. He then summarizes "lessons for America." The author points out the defects and the virtues of contemporary Japan.

Grade Level:	9-12
Cost:	$9.95
Available from:	William Morrow and Company, Inc. 105 Madison Avenue New York, NY 10016

- Turnbull, Stephen. Samurai Warlords: The Book of the Daimyo - 1500-1867. London: Blandford Press, 1989, 174 pages.

  Documents describe the story of the daimyo, the elite of the samurai, warriors of Japan. Includes many colored pictures and illustrations.

Grade Level:	9-12
Cost:	$22.50
Available from:	Sterling Publishers 387 Park Avenue South New York, NY 10016 *Telephone:* 800-367-9692

- What I Want To Know About Japan. New York: Japan Information Center, 1980, 80 pages.

  This booklet is intended to assist secondary school teachers in presenting an introductory course on contemporary Japan. It was originally published to answer questions about Japan asked by American junior high school students.

Grade Level:	8-12
Available from:	Japan Information Center Consulate General of Japan at New York 299 Park Avenue New York, NY 10171-0025 *Telephone:* 212-371-8222

- Yellow Pages - Japan in USA. Los Angeles: Yellow Pages Japan, Inc.

This is a phone book-sized yellow page directory to Japanese, and Japanese-related businesses in the United States. The yellow pages are divided into sections for 15 different metropolitan areas of the country. The book also includes a white page listing of all of the companies in the yellow pages in alphabetical order. There is also a miscellaneous green section which lists some companies in Japan, gives a business and travel guide to Japan, and provides much information in Japanese about living in the United States. It is a useful reference and guide for both Japanese and English language users.

Grade Level:	K-12
Cost:	$23.50 plus $5.00 shipping/handling

Available from: **Yellow Pages Japan, Inc.**
420 Boyd Street, Suite 502
Los Angeles, CA 90013

AUDIO-VISUAL MATERIALS

- **Across Cultures** - Agency for Instructional Technology

This videotape series follows the daily activities of real families to introduce the concept of culture to students. Each program includes three cultures: the isolated Tarahumara Indians of Mexico's Sierra Madre; the urban people of Osaka, Japan; and the Baoulé village people of Africa's Ivory Coast. Each of the 13 programs are approximately 15 minutes long.

Grade Level: 6-8
Format: Videotapes

Available from: The Indiana Department of Education
Instructional Video Service
Room 229, State House
Indianapolis, IN 46204-2798
Telephone: 317-232-9125

- **Children of Japan** - Great Plains National Instructional Television

This series of four revealing 15-minute programs allows students to compare the similarities and differences of their lives with that of their Japanese peers, thus gaining a better understanding of Japan and the Japanese people. The series studies the character, training, and relationships of Japanese children in four general areas: society, family, education, and the arts.

Grade Level: 4-8
Format: Videotape
Cost: $180.00

Available from: Great Plains National
P. O. Box 80669
Lincoln, Nebraska 68501
Telephone: 800-228-4630

- Children of Japan: Learning the New, Remembering the Old - Walt Disney Educational Media

This set of filmstrips and cassette tapes is an introduction to life in present-day Japan as seen through the eyes of a sixth-grade boy. Students see that life in Japan is a fascinating blend of "learning the new, remembering the old."

Grade Level: 4-6
Format: Filmstrips and audiotapes
Cost: $79.00

Available from: Walt Disney Educational Media
Distributed by Coronet/MTI Film & Video
108 Wilmot Road
Deerfield, Illinois 60015
Telephone: 800-621-2131

- Faces of Japan - TeleJapan USA

These videotapes include discussion group activities and high school lesson plans.

Grade Level: 9-12
Format: Videotapes and guides

Available from: TeleJapan USA
964 Third Avenue
New York, New York 10155
Telephone: 212-980-5333

- Far East: The Last Emperors - Films for the Humanities

This videotape covers Far Eastern history from 1905 until 1976.

Grade Level: 9-12
Format: Videotape (52 minutes)
Cost: $149.00

Available from: Films for the Humanities, Inc.
Box 2053
Princeton, NJ 08543
Telephone: 800-257-5126

- The Human Face of Japan - Learning Corporation of America

Produced by Film Australia, this six-part series explores the enigmatic character of a rapidly growing nation. Titles in the series include:

Lifetime Employment - The Uchida family is the focus of this exploration of conditions of industrial employment. On the Mazda car assembly line, workers apply "Theory Z" methods used to ensure a consistently high level of quality and productivity.

Tomorrow and Yesterday - High tech meets the revered traditions of ancient civilization in the daily lives of the Kimura family.

Raw Fish and Pickle - A rural family makes their living from the sea, while the Vice Governor of the Iwate province works to introduce modern agricultural methods that will improve Japan's self sufficiency in food production.

The Career Escalator - The hard work and intense competition of education and careers is explored through the lives of a student cramming for his entrance exams to the University of Tokyo and a senior executive of Mitsubishi.

A Working Couple - This video explores urban family life through the eyes of two Tokyo residents, a pharmaceutical clerk and his wife, as they cope with the struggle and the rewards of living in a city of 12 million people.

The Rice Ladle - The role of women in Japanese society is the focus of this film illustrating how a woman's desire for a paid career clashes with society's expectations that she will be first and foremost a homemaker.

Grade Level:	7-12
Format:	Videotapes (28 minutes each)
Cost:	$99.00 (each video)

Available from: Learning Corporation of America
108 Wilmot Road
Deerfield, IL 60014-9990
Telephone: 800-621-2131

- It's a Small World - Walt Disney Educational Media

This filmstrip set covers five countries from five continents: Brazil, Canada (Haida Indians), Italy, Japan, and Kenya. Each filmstrip presents a different country from the point of view of a native child. The young narrators introduce themselves,

(continued on the next page)

describe their communities, homes and families, school days, clothing, meals, customs, and traditions that are unique to their culture.

Grade Level:	K-4
Format:	Filmstrips and audiotapes
Cost:	$169.00

Available from:
Walt Disney Educational Media Company
Distributed by Coronet/MTI Film & Video
108 Wilmot Road
Deerfield, Illinois 60015
Telephone: 800-621-2131

- Japan - The University of Mid-America

The 30 programs on these two 3/4" videocassettes provide a stimulating introduction to the history, the culture, and the political and economic background of Japan. The course materials for Japan were developed with the assistance of Dr. Edwin O. Reischauer, former U. S. ambassador to Japan and now University Professor at Harvard. Two half-hour programs are included for each of the 15 units listed below:

Japan: The Living Tradition
Pre-modern History
1. The Japanese
2. Early Japan
3. The Feudal Experience

Traditional Culture
4. The Visual Arts
5. Literature
6. The Performing Arts
7. Religious Experience

Japan: The Changing Tradition
Modern History
8. Early Contact with the West
9. The Meiji Period
10. The Taisho and Early Showa Periods
11. Postwar Japan

Contemporary Society
12. The Economy
13. Politics
14. Society
15. Patterns of Life

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Grade Level: 9-12
Format: Videotapes
Cost: $25.00 for five-day rental of one videocassette
$40.00 for eight-day rental of both videocassettes

Available from: Earlham College
International Programs Office
Richmond, IN 47374
Telephone: 317-962-6561, Ext. 424

- Japan: Asia's Superpower - Knowledge Unlimited

Part one of this filmstrip/cassette series introduces students to the enormous cultural and political changes that have occurred in Japan since World War II. It covers the past 50 years of Japan as first a military power and now as an economic giant. As one of our country's closest allies, Japan is also one of our chief economic competitors. The second part of this study explores these crucial dilemmas and their implications, and looks at Japan's role as the world's "third superpower."

Grade Level: 5-12
Format: Filmstrips and audiotapes
Cost: $48.00

Available from: Knowledge Unlimited
Box 52, Dept. C-892
Madison, WI 53701-0052
Telephone: 800-356-2303

- Japan: A Unit of Study - United Learning

This sound filmstrip unit of study deals with Japan, current events, and world history. It provides students with a comprehensive view of Japan - its geography, history, culture, industry, and agriculture. The purpose of the program is to describe the geographic and economic problems of Japan, as well as its industrial accomplishments, and to present to the students a sampling of Japanese society in both its traditional and modern aspects.

Grade Level: 7-12
Format: Filmstrips and audiotapes
Cost: $205.00

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Available from: United Learning
6633 West Howard Street
Niles, IL 60648
Telephone: 800-759-0362

- Japan: Of Tradition and Change - National Geographic Society

By sharing the daily routine of a young Japanese woman, viewers will better understand changes affecting Japan today.

Grade Level:	7-12
Format:	Videotape (23 minutes)
Cost:	$69.95

Available from: National Geographic Society
Educational Services
Department 90
Washington, DC 20036
Telephone: 800-368-2728

- Japan Past and Present - Films for the Humanities, Inc.

This series presents Japan's history from the seventh century to present time. Programs in the series are:

Buddha in the Land of the Kami (7th-12th Centuries) - This program begins with the creation myth of Japan and explains the origin and scope of the kami concept; explains the arrival of Buddhism and how Buddhism and the kami were assimilated; discusses the role of Chinese culture; and demonstrates how the Japanese garden epitomizes the Japanese view of the relationship between man and nature, space, time, and reality.

The Coming of the Barbarians (1540-1650) - This program traces the coming of the Portuguese navigators and Jesuit priests through the age of colonialism until 1650, when Japan's doors were closed to the outside world.

The Age of the Shoguns (1600-1868) - This program explores the age of the Tokugawa family, the era of Edo, the time when Japan was sealed off from the rest of the world.

The Meiji Period (1868-1912) - The arrival of Commodore Perry in 1854 set the stage for Japan's dramatic leap from the Middle Ages into modernity. This

(continued on the next page)

program covers the developments from the last shogun, through the first emperor, Japanese colonialism, and their spreading influence in Formosa and Korea.

Grade Level: 8-12
Format: Videotapes (53 minutes each)
Cost: $159.00

Available from: Films for the Humanities, Inc.
Box 2053
Princeton, NJ 08540
Telephone: 800-257-5126

- Japan: The Island Empire - Educational Video Network

This program describes Japan overall: geography, industry, housing, education, food, festivals, religions, etc.

Format: Videotape
Cost: $40.00

Available from: Educational Video Network
1401 19th Street
Huntsville, TX 77340
Telephone: 800-762-0060

- Japan: Toward the 21st Century - Great Plains National Instructional Television

This project consists of a two-part video series and an interactive videodisc lesson:

Japan 2000 - This two-part video series (The View From Within and Global Perspectives) takes a probing look at how the Japanese people view themselves and how they work to define and deal with their country's leadership role in the global community of the 21st century.

The Japanese - The interactive videodisc lesson offers travelers, business persons and students a guide to understanding the Japanese people, their land, their society, their economic and political affairs and their language.

Format: Videotape and videodisc
Cost: Videotapes - $90.00 each
Videodisc - $195.00

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Available from: Great Plains National
P. O. Box 80669
Lincoln, Nebraska 68501
Telephone: 800-228-4630

- Nations of the World Series - Japan - National Geographic Society

This 25-minute videotape helps students learn about the culture, economy, and politics of Japan with a trip to the land where ancient crafts thrive along with modern industry and where congested cities coexist with a love of nature. The film examines Japan's transformation from a feudal society into one of the world's leading industrial nations. Other countries covered in this series are Egypt, Israel, and the Soviet Union.

Grade Level: 7-12
Format: Videotape (25 minutes)
Cost: $235.00

Available from: National Geographic Society
Educational Services
Department 90
Washington, DC 20036
Telephone: 800-368-2728

- The Rabbit in the Moon: Folktales from China and Japan

This teaching unit consists of eight folk tales from China and Japan with accompanying slides.

Grade Level: K-6
Format: Book and slides
Cost: $34.95

Available from: The SPICE Project
Littlefield Center, Room 14
300 Lasuen Street
Stanford University
Stanford, CA 94305-5013
Telephone: 415-723-1114

- **Reading Rainbow, Program #409: Focus on Japan** - WNET/TV

This magazine format series is based on carefully selected children's books designed to involve children in good literature by reading good books.

Grade Level:	K-4
Format:	Videotape

Available from:
WNET/TV
University of Nebraska
P. O. Box 83111
Lincoln, Nebraska 68501

- **Video Letter from Japan** - The Asia Society

This popular video series covers contemporary society and daily life as seen through the eyes of Japanese schoolchildren. Titles in the series are:

My Day - A day in the life of a Tokyo sixth grader.

Tohoku Diary - A school trip exploring the geography of northern Honshu.

My Family - A look at two different families in northern Japan.

Making Things - A view of traditional and contemporary industry.

Living Arts - An introduction to traditional dance, Kabuki theater, the tea ceremony, and flower arrangement.

Our School - Fun and games as well as the rigorous academic schedule of school life in Japan.

Grade Level:	4-8
Format:	Six videotapes (25 minutes each)
Cost:	$22.95 each or $130.00 for the series

Available from:
The Asia Society
Dept. AS-01
Box 40
Vernon, NJ 07462

- Video Letter from Japan II - The Asia Society

This series focuses on different life stages in Japanese society. Titles in the series are:

Suburban Tokyo High School Students - A visit with students in a Japanese high school as they approach their graduation.

The College Years - A look at the lives of students in two Tokyo colleges.

The Early Working Years - An exploration of the situation of Japanese workers as they begin their careers.

A Young Family - A look at the Japanese family and the daily lives of a wife and a husband.

Grade Level:	9-12
Format:	Three videotapes (30 minutes each)
Cost:	$22.95 each

Available from:
The Asia Society
Dept. AS-01
Box 40
Vernon, NJ 07462

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PERIODICALS / MEDIA

- **ACCESS Newsletter**

This newsletter contains articles, calendars, resources and materials from the National Clearinghouse on Development Education and provides an exchange of information.

Format: Newsletter
Cost: $25.00 per year

Available from: The American Forum
45 John Street, Suite 1200
New York, NY 10038
Telephone: 212-732-8606

- **The Asian Wall Street Journal**

A weekly newspaper. Contact Denise Dugas for possible educational rates.

Format: Weekly newspaper
Cost: $200.00 - $225.00 per year

Available from: The Asian Wall Street Journal Weekly
200 Liberty Street
New York, NY 10281
Telephone: 212-416-2182

- **Business Tokyo**

A monthly magazine for business executives

Format: Monthly magazine
Cost: $40.00 per year

Available from: Business Tokyo
104 Fifth Avenue
New York, NY 10011
Telephone: 212-633-1880
800-722-2346

- **The East**

Format: Magazine
Cost: $29.00 per year

Available from: The East Publications, Inc.
P. O. Box 2640
Grand Central Station
New York, NY 10164

- **Focus on Asian Studies**

Resource journal for educators and others interested in learning about Asian societies and cultures.

Format: Magazine
Cost: $9.45 per year (3 issues)

Available from: The Asia Society
c/o November Computer Services, Inc.
Dept. AS-01
469 Union Avenue
Westbury, NY 11590

- **Global Visions**

International newsletter published by the Global Awareness Committee of the National Association of Gifted Children and the World Council of Gifted and Talented.

Format: Newsletter
Cost: $7.00 per year

Available from: Zephyr Press
654 South Stapley, #122
Mesa, AZ 85204

- **Japan Notebook**

A bi-monthly collection of information, resources, and ideas for people with a vital interest in Japan.

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Format:	Newsletter
Cost:	$48.00 per year (6 issues)

Available from: Japan Notebook
9203 Springbreeze
Fort Wayne, IN 46804

- Japan Pictorial

Format:	Magazine
Cost:	$98.00 per year

Available from: Far Eastern Economic Review Limited
Datamovers, Inc.
38 West 36th Street
New York, NY 10018

- The Japan Times

A weekly newspaper of Japanese politics, business, and culture, plus perspectives on international events.

Format:	Newspaper
Cost:	$21.75 for 15 weeks (student rate)

Available from: The Japan Times Weekly
International Edition
5750 Wilshire Boulevard, Suite 287
Los Angeles, CA 90036
Telephone: 800-446-0200

- Japanese For Fun by R. L. Lambkin

This is a topicalized mini-magazine for intermediate to advanced students.

Format:	Magazine
Cost:	$24.50 for 24 issues

Available from: Lamplight
2600 North Brighton
Burbank, CA 91500
Telephone: 818-840-0492

Japanese Language Teachers Network Newsletter

Published by the Center for Improvement of Teaching of Japanese Language and Culture in High School, this newsletter features articles about Japanese language programs, exchange programs, opportunities for grants and summer study, and resources that are recommended by other language teachers.

Format: Newsletter
Cost: $10.00 per year (four issues)

Available from: Japanese Language Teachers Network
University High School
1212 West Springfield Avenue
Urbana, IL 61801
Telephone: 217-244-4808

Mangajin

Mangajin is a magazine that focuses on manga (Japanese comics) and uses them as a tool for instruction in language and culture. All manga are printed in the original Japanese with romaji readings, translations, and explanatory notes on the side. Other features of the magazine include book reviews and articles on Japanese popular culture.

Format: Magazine
Cost: $30.00 for one-year subscription (10 issues)
$ 4.50 for a single copy

Available from: Mangajin
P. O. Box 10443
Atlanta, GA 30319

Pacific Friend

This is a periodical similar in format to Life Magazine which covers topics of universal public interest that relate to Japan from the Japanese perspective.

Format: Magazine
Cost: $42.00 per year

Available from: Japan Publications Trading Co., Ltd.
P. O. Box 5030 Tokyo International
Tokyo 100, Japan
Telephone: 03-581-6241

- **Skipping Stones**

A quarterly magazine for children which accepts original writings and artwork from children of all ages, in every language.

Format:	Magazine
Cost:	$15.00 per year
Available from:	Skipping Stones A Multi-Ethnic Children's Forum 80574 Hazelton Road Cottage Grove, OR 97424 *Telephone:* 503-942-9434

- **This Week in Japan**

This is a weekly 30-minute program on CNN. It is usually divided into 3-4 segments, which include current events, geography, culture, history, biographies, interviews, travel, politics, economics, education, food, clothing, entertainment, sports, etc. It is an excellent resource about Japan.

Format:	Television program
Available from:	Cable Network News (CNN)

- **Worldlink**

Worldlink consists of six magazine-style video programs per year. Each program features reports on global issues, international news clips, profiles and interviews of young people from various cultures. A set of 100 magazines supplement each video cassette with in-depth articles, learning activities and strategies for integrating the material into your curriculum.

Format:	Videotapes
Available from:	Worldlink P. O. Box 671 Burbank, CA 91503 *Telephone:* 818-848-4666

COMPUTER MATERIALS

Japanese CAI Programs

- Hatasa, Kazumi. Hiragana, Version 1.0. Yamazaki Intercom.

  Designed to teach beginning students to read and write hiragana. Features visual and verbal mnemonics.

  System Requirements: IBM-PC/XT/AT PS/2, 256 K, CGA

  Cost: $150.00 + $5.00 shipping/handling
  $ 20.00 + $5.00 shipping/handling for Demo Disk

  Available from: Yamazaki Intercom Corporation
  42-204 Shimizugaoka
  Yatomicho, Mizuho
  Nagoya, Aichi 467

- Hatasa, Kazumi. Katakana, Version 1.0.. Yamazaki Intercom.

  Designed to teach beginning students to read and write katakana.

  System Requirements: IBM-PC/XT/AT PS/2, 256 K, CGA

  Cost: $150.00 + $5.00 shipping/handling
  $ 20.00 + $5.00 shipping/handling for Demo Disk

  Available from: Yamazaki Intercom Corporation
  42-204 Shimizugaoka
  Yatomicho, Mizuho
  Nagoya, Aichi 467

- Hatasa, Kazumi. Verb Conjugation, Version 1.0. Language Learning Laboratory.

  System Requirements: IBM-PC/ST/AT PS/2, 256K, CGA

  Cost: $ 20.00 + shipping/handling (single copy license)
  $100.00 + shipping/handling (multiple copy license)

  Available from: Language Learning Laboratory
  G-70 Foreign Languages Building
  707 South Mathews
  University of Illinois
  Urbana, IL 61801

- Hiragana/Katakana Exercises. Anonae Software.

  System Requirement: Macintosh (1 Meg) + HyperCard

  Cost: $45.00

  Available from: Anonae Software
  P. O. Box 7629
  Berkeley, CA 94707
  Telephone: 415-527-8006

- Kanji Exercises, No. 1. Anonae Software.

  System Requirement: Macintosh (1 Meg) + HyperCard
  IBM/PC

  Cost: $65.00

  Available from: Anonae Software
  P. O. Box 7629
  Berkeley, CA 94707
  Telephone: 415-527-8006

- Kanjimaster. Hyperglot Software Company.

  Program for learning to read and write over 325 kanji and hundreds of compound words. Features browse mode, pronunciation drills, English meaning drills, reading drills (using Kana), dictation drills, and stroke order practice.

  System Requirements: Macintosh (Plus, SE, or II) with extended disk drive and HyperCard 1.2X. Hard disk recommended.

  Cost:
  $149.95 + shipping/handling
  $ 10.00 + shipping/handling for Demo Disk

  Available from:
  Hyperglot Software Company
  505 Forest Hills Boulevard
  Knoxville, Tennessee 37919
  Telephone: 615-558-8270
  800-726-5087

- Let's Learn Nihongo. Hattori Seiko.

  This is a series of CAI programs which include grammar lessons, kanji lessons, and a kanji dictionary. The programs use a computer controlled tape player and handwriting recognizer (tegaki-nyuuryoku).

  System Requirements: IBM-AT with EGA.

  Available from:
  Hattori Seiko
  2-1-10 Kaji-cho
  Chiyoda-ku, Tokyo 101

Developers who are currently working on programs are:

Kazuko Nakajima, University of Toronto	**Kanji Program**
Hiroko Noro, University of Victoria	**Verb Conjugation**
David Ashwarth, University of Hawaii	**Kanji City**
Toshiyuki Yamamoto, Michigan State University	
Kazumi Hatasa, Purdue University	**Hiragana/Katakana, etc.**
Hiroshi Nara, University of Pittsburgh	**Reading**
Dezso Benedek, University of Georgia	**Kanji Master**
Alfred Borg, University of California at Irvine	**Interactive Video**

An organization for CAI in foreign language education is:

CALICO
3078 JKHB
Brigham Young University
Prove, UT 84602

Japanese Word Processing Software

- EgWord 3.0. Japanese Language Services (Version 4.0 is also available.)

System Requirement:	Macintosh with 2Mb RAM and hard disk drive
Cost:	$399.00
Available from:	Japanese Language Services 186 Lincoln Street Boston, MA 02111 *Telephone:* 617-338-2211 *FAX:* 617-338-4611

- EW+. Information Technology Laboratory, Inc.

System Requirement:	IBM
Cost:	$850.00
Available from:	Information Technology Laboratory, Inc. 280 Park Avenue New York, NY 10017

- Fukada, Atsushi. JWP-PC, Version 2.0. Yamazaki Intercom Corporation.

System Requirements:	IBM-PC/XT/AT PS/2, 256 K, CGA
Cost:	$150.00 + $5.00 shipping/handling $ 20.00 + $5.00 shipping/handling for Demo Disk

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Available from: Yamazaki Intercom Corporation
42-204 Shimizugaoka
Yatomicho, Mizuho
Nagoya, Aichi 467

- Japanese Word Processing - PC, Version 2.0.. Yamazaki Intercom Corporation.

Japanese text can be created and edited on the screen with hiragana, katakana, Roman alphabet, and nearly 3,000 Japanese kanji (JIS level one). Features of the version 2.0 include: letter quality printers; advanced memory management which takes advantage of extra memory if available (e.g. instantaneous kangi search, if more than 256K available); efficient kanji and jukugo "batch" entry; user-expandable dictionary (jukugo up to 28 characters can be added); user-friendly human factoring (online help).

System Requirement: IBM

Cost: $155.00

Available from: Yamazaki Intercom Corporation
42-204 Shimizugaoka
Yatomicho, Mizuho
Nagoya, Aichi 467

- MacKANJI 6.0.5. Linguist's Software, Inc.

This word processing program makes use of MiniWriter and System Switcher 1.1 to use more than one language on a hard disk.

System Requirements: Macintosh Plus (SE, SE/30, II, IIcx, ci, fx, and portable) with hard disk

Cost: $99.95

Available from: Linguist's Software, Inc.
P. O. Box 580
Edmonds, WA 98020-0580
Telephone: 206-775-1130
FAX: 206-771-5911

Another source of computer programs in Japanese is:

Pacific Rim Connections
3030 Atwater Drive
Burlingame, CA 94010
Telephone: 415-697-0911

Most of the information in this section was provided by Dr. Kazumi Hatasa, Professor in the Department of Foreign Languages and Literatures at Purdue University. Some additions have been made from other sources. Dr. Hatasa's address is:

Dr. Kazumi Hatasa
Department of Foreign Languages and Literatures
Stanley Coulter Hall
Purdue University
West Lafayette, IN 47907
Telephone: 317-494-3827
Bitnet Address: KAZUMI@PURCCVM

SOURCES OF INFORMATION AND MATERIALS

The following is a list of organizations that provide curricula, fundamental literature on global education, and resources for international education and foreign languages. Outreach centers that are funded by the U. S.-Japan Foundation are also included. The purpose of these centers is to improve awareness and knowledge about Japan among elementary and secondary students. The centers provide teacher training, curriculum development, resource centers, and community outreach.

- **Advancement for Global Education Program (AGE)**
  Business Development Support Group
  One North Capitol, Suite 700
  Indianapolis, IN 46204
  Telephone: 317-232-8851

  Provides matching travel funds for Indiana educators.

- **Advocates for Language Learning**
  P. O. Box 4964
  Culver City, CA 90231
  Telephone: 213-397-2448

- **Alaska-Japan Teacher Training Project**
  Alaska Center for International Business
  University of Alaska Anchorage
  4201 Tudor Center Drive, Suite 120
  Anchorage, AK 99508
  Telephone: 907-561-2322

- **American Council on the Teaching of Foreign Languages**
  6 Executive Plaza
  P. O. Box 1077
  Yonkers, NY 10701
  Telephone: 914-963-8830

- **The American Forum for Global Education**
  45 John Street, Suite 1200
  New York, NY 10038
  Telephone: 212-732-8606

  The American Forum for Global Education is a private, non-partisan, not-for-profit organization committed to preparing American youth for the challenges of national citizenship in a global age. The American Forum conducts conferences, develops curricula, and provides information and materials for internationalizing the curriculum.

- **The Asia Society**
  Education and Communications
  725 Park Avenue
  New York, NY 10021
  Telephone: 212-288-6400

  Mail order: **The Asia Society**
  Dept. AS-01
  Box 40
  Vernon, NJ 07462

  This non-profit educational organization has a number of resources available, including Video Letters From Japan and a resources journal for elementary and secondary teachers, Focus on Asian Studies.

- **Association for Asian Studies**
  1 Lane Hall
  University of Michigan
  Ann Arbor, MI 48109
  Telephone: 313-665-2490

  The newsletter is useful; however, the focus of the association is on academic research.

- **Association of Teachers of Japanese**
  Department of East Asian Language and Literature
  University of Wisconsin
  Madison, WI 53706
  Telephone: 608-262-2291

- **Buddhist Temple of Chicago**
  1151 West Leland Avenue
  Chicago, IL 60640
  Telephone: 312-334-4661

- **Center for Applied Linguistics/**
  ERIC Clearinghouse on Language and Linguistics
  1118 22nd Street, N. W.
  Washington, DC 20037
  Telephone: 202-429-9292

- **Center for Improvement of Teaching**
  of Japanese Language and Culture in High School
  University High School
  1212 West Springfield Avenue
  Urbana, IL 61801
  Telephone: 217-333-8203

  The Center is a valuable provider of information and resources for Japanese language teachers. Their Resources for Teachers of High School Japanese lists textbooks, cultural materials, audio-visual materials, books, teaching aids, and computer software along with prices and the addresses of distributors. The Center also publishes the Newsletter of the Japanese Language Teachers Network.

- **The Children's Museum**
  Museum Wharf
  300 Congress Street
  Boston, MA 02210
  Telephone: 617-426-6500

  The museum has a two-story Kyoto house, Japanese joinery and tools, a reading room, and a circulating library on Japan. Various materials are available for purchase.

- **The Children's Museum**
  The Resource Center
  P. O. Box 3000
  Indianapolis, IN 46206
  Telephone: 317-924-5431

  The Resource Center is an outreach service offering artifacts, educational information, and activities to the community. Materials covering more than 60 topics can enhance the classroom exploration of history, science, and international cultures.

- **The Committee on Teaching About Asia**
  East Asian Resource and Education Program
  Yale University
  Box 13A Yale Station
  New Haven, CT 06520

  CTA, a standing committee of the Association for Asian Studies (AAS), serves to further the understanding of Asia by improving the teaching of Asian studies at the elementary, secondary, and graduate levels. Annual dues covers the cost of three newsletters.

- **Consortium for Teaching Asia and the Pacific in the Schools**
  East-West Center
  1777 East-West Road
  Honolulu, HI 96848
  Telephone: 808-944-7777

- **Consulate General of Japan**
  737 North Michigan Avenue
  Chicago, Illinois 60611
  Telephone: 312-280-0400

- **East Asia Resource Center**
  Jackson School of International Studies
  302 C Thomson Hall, DR-05
  University of Washington
  Seattle, WA 98195
  Telephone: 206-543-1921

  The East Asia Resource Center develops and distributes a variety of teaching materials for use in elementary and secondary schools.

- **East Asian Curriculum Project**
  East Asian Institute, Columbia University
  International Affairs Building
  420 West 118th Street
  New York, NY 10027
  Telephone: 212-854-4278

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The East Asian Curriculum Project is a national project devoted to supporting education on Asia at the secondary and elementary levels. Since its inception in 1977, it has developed a variety of curriculum resources and collaborated with state and local educators in designing units on Asia.

- **East Asian National Resource Center**
  University of Wisconsin-Madison
  1442 Van Hise Hall
  1220 Linden Drive
  Madison, WI 53706
  Telephone: 608-262-7801

  The national Resource Center for East Asian Language and Area Studies is a federally funded program that supplies materials for teachers and organizations seeking to further their understanding of East Asia.

- **East Asian Program**
  Ohio State University
  308 Dulles Hall
  230 West 17th Avenue
  Columbus, OH 43210-1311
  Telephone: 614-494-0398

- **East Asian Resource and Education Program**
  Council on East Asian Studies
  Box 13A Yale Station
  New Haven, CT 06520
  Telephone: 203-432-3429

  The East Asian Resource and Education Program at Yale seeks to promote increased understanding of the countries of East Asia - China, Japan, and Korea - through educational and cultural programming. Professional development, resources, and curriculum materials are available to educators, businesses, community organizations, and the general public on a national basis.

- **East Asian Studies Center**
  Indiana University
  205 Memorial Hall West
  Bloomington, IN 47405
  Telephone: 812-335-3765

(continued on the next page)

The purpose of the EASC is to support and coordinate research and instruction on the languages and cultures of China, Japan, and Korea and to disseminate information about East Asia to business, education, and government communities. In addition, EASC sponsors the EASC Newsletter, exchange programs, study fellowships, and a resource room.

- **GENI Small Grants**
  Geography Educators' Network of Indiana
  Indiana University-Purdue
  University of Indiana
  425 University Boulevard
  Indianapolis, IN 46202-5140

  Provides grants for Indiana geography teachers.

- **Global Tomorrow Coalition**
  1325 G Street NW, Suite 1003
  Washington, DC 20005

- **Great Lakes Japan-in-the-Schools Project**
  University of Minnesota-Twin Cities
  Global Education Center, 110 Pattee Hall
  150 Pillsbury Drive, SE
  Minneapolis, MN 55455
  Telephone: 612-626-0555

- **The Indianapolis Minyo Club**
  Contact Person: Mrs. Etsuko Oba
  2237 Silver Maple Court
  Indianapolis, IN
  Telephone: 317-632-7315

  This group teaches classes in the tea ceremony, sushi, calligraphy, origami, and kite-making and performs Japanese folk dances and community service.

- **Indianapolis Museum of Art**
  1200 West 38th Street
  Indianapolis, IN 46208
  Telephone: 317-923-1331

  The museum maintains a collection of Asian art and provides classes in the tea ceremony, sumi-e, and calligraphy.

- **Institute for Education on Japan**
  Earlham College
  Richmond, IN 47374
  Telephone: 317-983-1324
  FAX: 317-983-1553

- **International Center at Purdue University**
  124 Marsteller Street
  West Lafayette, Indiana 47906
  Telephone: 317-743-4353
  Contact Person: Mair Lewis

  The purpose of the center is to provide an opportunity for persons from many cultures to share experiences and interests.

- **International Society for Educational Information**
  Room 504, Royal Wakaba
  22 Wakaba 1-chome
  Shinjuku-ku, Tokyo 160
  JAPAN
  Telephone: (03) 358-1138, 358-1506
  FAX: Tokyo (03) 359-7188

  The society saw that in spite of all of the attention Japan had received since World War II, textbooks, encyclopedias, and reference books in use in other countries contained materials that were outdated. The society believed that inaccurate information could lead to misunderstandings. Their aim is to prevent this from happening by fulfilling three tasks:

  1. To gather and examine foreign textbooks, encyclopedias, and reference books and, where necessary, to provide authors, publishers, and educators with more correct information on Japan.
  2. To supply foreign newspapers and publishing companies with up-to-date material on Japan.

(continued on the next page)

3. To select useful material from textbooks collected from abroad and make it available for the public benefit.

The society will supply sample copies of its materials and a catalog free of charge.

- **Japan-America Society of Indiana**
  First Indiana Plaza, Suite 1570
  135 North Pennsylvania Street
  Indianapolis, IN 46204-2491
  Telephone: 317-635-0123

  Indiana's leading forum for cultural and educational exchange related to Japan.

- **Japan Foundation**
  142 West 57th Street
  New York, NY 10019
  Telephone: 212-949-6360

  A source of grants for the advancement of education about Japan. Write for a brochure. The deadline for applications is early November each year.

- **Japan Information Center**
  Consulate General of Japan at New York
  299 Park Avenue
  New York, NY 10171-0025
  Telephone: 212-371-8222

- **Japan National Tourist Organization**
  845 North Michigan Avenue
  Chicago, Illinois 60611
  Telephone: 312-332-3975

- **Japan Project, SPICE**
  Stanford University
  Institute for International Studies
  Littlefield Management Center, Room 14
  300 Lasuen Street
  Stanford, CA 94305-5013
  Telephone: 415-723-1116

- **Japanese American Curriculum Project, Inc. (JACP, Inc.)**
  414 East Third Avenue
  P. O. Box 367
  San Mateo, CA 94401
  Telephone: 800-874-2242
  415-343-9408

- **Japanese Language Teachers Network**
  University High School
  1212 West Springfield Avenue
  Urbana, IL 61801
  Telephone: 217-244-4808

  The Japanese Language Teachers Network is connected to the Center for Improvement of Teaching of Japanese Language and Culture in High School (see page 357). The Center publishes a newsletter of resources and instructional ideas.

- **Japanese Teahouse and Garden**
  Antioch College
  Yellow Springs, OH 45387
  Telephone: 513-767-7331

- **Joint National Committee for Languages/**
  National Council for Languages and International Studies
  300 I Street, N. E., Suite 211
  Washington, DC 20002
  Telephone: 202-546-7855

- **Keizai Koho Center**
  6-1, Otemachi 1-chome
  Chiyoda-ku, Tokyo
  JAPAN
  Telephone: 03-201-1415
  FAX: 03-201-1418
  Telex: 222-5452 KKCTOK J

  The Keizai Koho Center (the Japan Institute for Social and Economic Affairs) is a private, non-profit organization that works in cooperation with Keidanren (the Japan Federation of Economic Organizations) to foster a better understanding of the goals and the role of business in a free society.

- **Marubeni**
  101 West Ohio Street, Suite 1690
  Indianapolis, Indiana 46204
  Telephone: 317-684-3030
  Contact Person: Craig S. Reed

  This organization provides Indiana companies with resources for trade with Japan and helps with establishing Japanese firms in our state.

- **Michiana Nihon Friendship Club**
  1101 East Jefferson Boulevard
  South Bend, Indiana 46617

- **Mid-America Japan in the Schools Program**
  Center for Economic Education
  University of Kansas
  202 Bailey Hall
  Lawrence, KS 66045
  Telephone: 913-864-3103

- **Mid-Atlantic Region Japan-in-the-Schools Program**
  College of Education
  University of Maryland
  College Park, MD 20742
  Telephone: 301-454-5766

  MARJiS is a curriculum research and development program designed to explore the foundations of innovative and enduring intercultural instruction in pre-collegiate schools using Japan as a case. MARJiS provides seminars, study tours, curriculum materials, textbooks, artifact kits, and newsletters.

- **Midwest Buddhist Temple**
  435 West Menomonee
  Chicago, IL 60614
  Telephone: 312-943-7801

- **Modern Language Association**
  Foreign Language Programs
  10 Astor Place
  New York, NY 10003-6981
  Telephone: 212-475-9500

- **National Clearinghouse for US-Japan Studies**
  Indiana University
  2805 East 10th Street, Suite 120
  Bloomington, IN 47408-2698
  Telephone: 812-855-3838
  FAX: 812-855-7901

  The Clearinghouse collects, analyzes, abstracts, and creates a database of materials and resources that can assist school systems and individual teachers in developing and implementing curricula and lessons on broad areas of Japanese culture and society, and on U. S.-Japan relationships. Many of the resources included in the Clearinghouse database are cross-referenced in ERIC. However, the Clearinghouse also includes data such as videos, films, some simulations, artifact kits, and the like, and teacher-developed materials. The Clearinghouse will develop a series of publications designed to meet the needs of teachers and curriculum specialists. This includes a free newsletter, SHINBUN - USA.

- **National Foreign Language Center**
  1619 Massachusetts Avenue, N. W.
  Washington, DC 20036
  Telephone: 202-667-8100

- **New England Program for Teaching About Japan**
  Five College Center for East Asian Studies
  8 College Lane
  Smith College
  Northampton, MA 01063
  Telephone: 413-585-3751

- **Rocky Mountain Region Japan Project**
  Social Science Education Consortium
  855 Broadway
  Boulder, CO 80302
  Telephone: 303-492-8154

(continued on the next page)

RMRJP is a multifaceted program to enhance and expand teaching about Japan and U. S. - Japan relations in elementary and secondary classrooms by providing inservice; publications; and a resource center of curricula, audiovisual materials, references, and artifact trunks.

- **Shared Information Services (SIS)**
(Four Resource Centers of Materials for Gifted/Talented Education)

Ball State University
Burris Laboratory School
Muncie, IN 47306
Telephone: 317-285-8617
Coordinator: Kathy Stinton-Glen

Purdue University
Gifted Education Resource Institute
South Campus Courts - Bldg. G
West Lafayette, IN 47907
Telephone: 317-494-1887
Coordinator: Marilyn Doggett

IUPUI/ES 2126
902 West New York Street
Indianapolis, IN 46202-5155
Telephone: 317-274-6867
317-274-4013
Coordinator: Leslie Rebhorn

Wilson Education Center
630 Meigs Avenue
Jeffersonville, IN 47130
Telephone: 812-288-4825
Coordinator: Kay Colston

- **Social Studies Development Center**
2805 East Tenth Street
Indiana University
Bloomington, IN 47405
Telephone: 812-335-3838

SSDC currently houses the Midwest Program for Teaching About Japan and the National Clearinghouse for US-Japan Studies (see page 365). The Center offers a variety of services and publications.

- **Southeast Program for Teaching About Japan**
School of Education
East Carolina University
Greenville, NC 27834-3453
Telephone: 919-757-6392

- **Southwest Program for Teaching About Japan**
The Center for Excellence in Education
College of Education
P. O. Box 4560
Texas Tech University
Lubbock, TX 79409
Telephone: 806-742-2356

- **U. S. - Japan Center for Business and Community Development**
Earlham College
Richmond, Indiana 47374
Telephone: 317-983-1584
Contact Person: Suga Y. Matsui

  The Center provides seminars for businesses and communities on a broad range of issues dealing with U. S. - Japan relations. In addition, the Center provides translation, interpretation, and consulting services.

- **United States-Japan Foundation**
145 East 32nd Street
New York, NY 10016

  The Foundation provides grants and assistance for pre-collegiate education. Write for program description.

PUBLISHERS / DISTRIBUTORS

These publishers and distributors carry international education materials. Write to the following addresses for catalogs:

- **Asahiya Bookstore**
  2324 South Elmhurst Road
  Mt. Prospect, IL 60056
  Telephone: 708-228-9851

- **The Asia Society**
  Education and Communications
  725 Park Avenue
  New York, NY 10021
  Telephone: 212-288-6400

  Mail order: **The Asia Society**
  Dept. AS-01
  Box 40
  Vernon, NJ 07462

  This non-profit educational organization produces and distributes videos and teaching materials on Japan and all of Asia, including Video Letters From Japan and a resources journal for elementary and secondary teachers entitled Focus on Asian Studies.

- **Asian Books, Inc.**
  12 Arrow Street
  Cambridge, MA 02138

- **Audio-Forum**
  Suite C 95, 96 Broad Street
  Guilford, CT 06437
  Telephone: 203-453-9794
  800-243-1234
  FAX: 203-453-9774

  Ask for the *Whole World Language Catalog*, which contains audio and video cassettes for teaching foreign languages.

- **Charles E. Tuttle Co., Inc.**
  28 South Main Street
  P. O. Box 410
  Rutland, Vermont 05701-0410
  Telephone: 802-773-8930
  802-773-8229
  FAX: 802-773-6993

- **Coronet/MTI Film & Video**
  108 Wilmot Road
  Deerfield, IL 60015
  Telephone: 800-621-2131

  Coronet/MTI distributes a wide range of film and videos for global education, including the *World Cultures Series,* which cover people and cultures from all over the world.

- **CTIR Press**
  Center for Teaching International Relations
  University of Denver
  Denver, CO 80208-0268
  Telephone: 303-871-2164

  CTIR's goal is to improve the teaching of pre-collegiate international studies. The center offers graduate courses in education, conducts inservice workshops, develops and publishes curriculum materials and activity books with a K-12 global studies focus.

- **Institute for Education on Japan**
  Earlham College
  Richmond, IN 47374
  Telephone: 317-983-1324
  FAX: 317-983-1553

  The Institute publishes a catalog of films, videos, and slides on Japan and East Asia as well as a series of occasional papers on Japan.

- **Films for the Humanities, Inc.**
  Box 2053
  Princeton, NJ 08543

- **Intercultural Press, Inc.**
  P. O. Box 700
  Yarmouth, Maine 04096
  Telephone: 207-846-5168
  FAX: 207-846-5181

- **International Society for Educational Information**
  Room 504, Royal Wakaba
  22 Wakaba 1-chome
  Shinjuku-ku, Tokyo 160
  JAPAN
  Telephone: (03) 358-1138, 358-1506
  FAX: Tokyo (03) 359-7188

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  2. To supply foreign newspapers and publishing companies with up-to-date material on Japan.
  3. To select useful material from textbooks collected from abroad and make it available for the public benefit.

  The society will supply sample copies of its materials and a catalog free of charge.

- **JACP Inc.**
  414 East Third Avenue
  San Mateo, CA 94401
  Telephone: 415-343-9408

- **Japan Travel Bureau, International**
  625 North Michigan, Suite 1220
  Chicago, IL 60611
  Telephone: 312-698-9090

- **Kinokuniya Book Stores of America**
  10 West 49th Street
  New York, NY 10020
  Telephone: 212-765-1461

  1591 Webster Street
  San Francisco, CA 94115
  Telephone: 415-567-7625

- **Kodansha International/USA, Ltd.**
  10 East 53rd Street
  New York, NY 10022
  Telephone: 212-207-7050

  Mail Order Department:
  P. O. Box 1531
  Hagerstown, MD 21741
  Telephone: 800-638-3030

- **Modern Language Publications**
  Price Laboratory School
  University of Northern Iowa
  Cedar Falls, IA 50613
  Telephone: 319-273-2367

- **Oxford University Press**
  200 Madison Avenue
  New York, NY 10016
  Telephone: 800-451-7556

- **Shibumi Trading Ltd.**
  P. O. Box 1-F, Dept. B 2
  Eugene, Oregon 97440
  Telephone: 800-843-2565

- **Social Studies School Service**
  10200 Jefferson Boulevard, Room Y7
  P. O. Box 802
  Culver City, CA 90232-0802
  Telephone: 800-421-4246
  FAX: 213-839-2249

  Ask for the *Global Education Catalog*.

- **University of Hawaii Press**
  2840 Kolowalu Street
  Honolulu, Hawaii 96822

- **World of Reading, Ltd.**
  P. O. Box 13092
  Atlanta, GA 30324

  In its first catalog, World of Reading offers 78 children's books in Japanese, a few language textbook/cassette packages, and a kanji dictionary.

- **Zephyr Press**
  3316 North Chapel Avenue
  P. O. Box 13448-T, Dept. 1
  Tucson, Arizona 85732-2448
  Telephone: 602-745-9199

ASIAN FOOD STORES AND RESTAURANTS

Indianapolis Area

- **Fujiyama Restaurant**
  I-465 & Emerson Avenue
  Indianapolis, IN 46203
  Telephone: 317-787-7900

- **House of Tokyo**
  2861 Madison Avenue
  2nd Floor of Key West Shrimp House
  Indianapolis, IN 46225
  Telephone: 317-787-2093

- **Indy Oriental Grocery**
  6430 East Washington Street
  Indianapolis, IN 46219
  Telephone: 317-359-2137

- **Kim's Oriental Grocery and Gift Store**
  8710 East 21st Street
  Indianapolis, IN 46219
  Telephone: 317-897-0678

- **Sakura Japanese Restaurant**
  7201 North Keystone Avenue
  Indianapolis, IN 46240
  Telephone: 317-259-4171

- **Sakura Mart**
  2450 East 71st Street, Suite 300
  Indianapolis, IN 46220
  Telephone: 317-254-9598

Chicago Area

- **Izakaya Sankyu Restaurant**
  1176 South Elmhurst Road
  Mt. Prospect, IL 60056
  Telephone: 708-228-5539

- **J. Toguri Mercantile Company**
  851 West Belmont Avenue
  Chicago, IL 60657
  Telephone: 312-929-3500

  This is the "department store" for Japanese goods in Chicago. It is not very big, but it offers many things including art and paper goods, calendars, calligraphy sets, china and lacquer ware, housewares, tatami, kimono, soroban, snacks, toys, books, magazines, records and more.

- **Kotobuki Japanese Restaurant**
  5547 North Clark Street
  Chicago, IL 60640
  Telephone: 312-275-6588

  This is Howard Wallace's favorite Japanese restaurant in Chicago. He states, "It is a small, clean, quite authentic place. It is a neighborhood kind of restaurant complete with noren and maneki-neko."

- **Koyama Shoten, Japanese Grocery Store**
  2340 South Elmhurst Road
  Mt. Prospect, IL 60056
  Telephone: 708-228-5544

- **Pastry House Hippo**
  2310 South Elmhurst Road
  Mt. Prospect, IL 60056
  Telephone: 708-228-5435

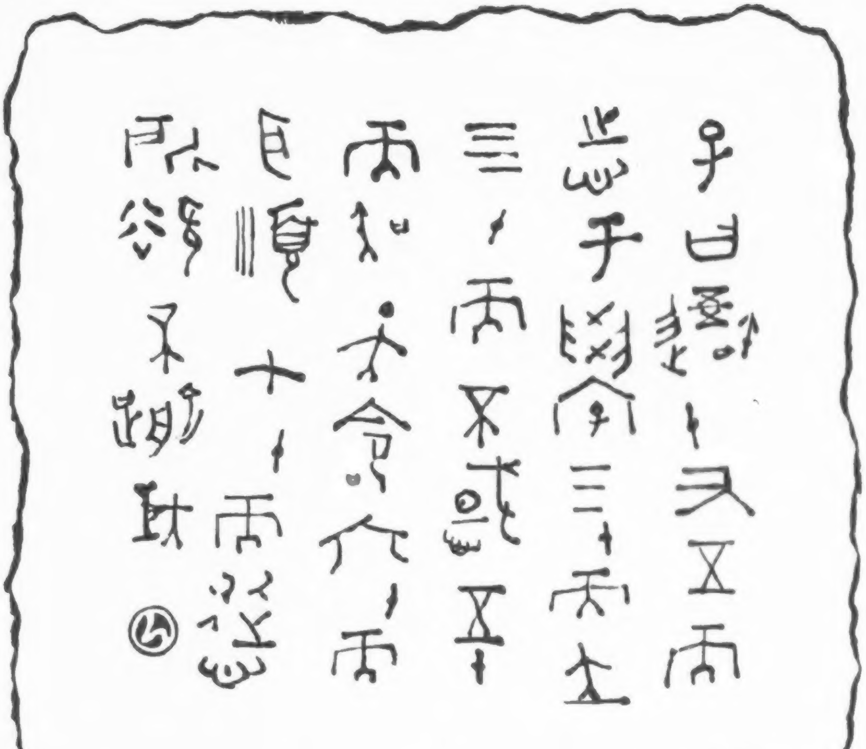
  A Japanese bakery.

- **Shimada Shoten**
  1182 Elmhurst Road
  Mt. Prospect, IL 60056
  Telephone: 708-640-1222

Many of the Chicago food store and restaurant references came from a guide called *Yellow Pages - Japan in USA* (see page 332).

LEARNING AND TEACHING ABOUT JAPAN IN INDIANA SCHOOLS

EXCHANGE PROGRAMS



EXCHANGE PROGRAMS

In order to provide an opportunity for students to experience another culture first hand, many school corporations have sponsored student exchange programs. Students have an opportunity to live with families, attend classes, and join in extracurricular and community activities in another country. With return visits from foreign students, an even larger group of students benefit from a cultural exchange. A successful foreign exchange experience requires careful planning and making arrangements with a reputable organization.

The following list of organizations, designated by the United States Information Agency (USIA) as ***Teenager Exchange Visitor Programs***, has been disseminated to all school corporations by Dr. Walter Bartz, Foreign Language Consultant with the Indiana Department of Education. Following the list of organizations and contact persons' names are questions and answers concerning foreign exchange programs and a list of immigration forms.

More detailed descriptions of the exchange programs can be obtained in the 1991 Advisory List of International Educational Travel and Exchange Programs which can be obtained from:

The Council on Standards for International Educational Travel
Three Loudoun Street SE
Leesburg, VA 22075
Telephone: 703-771-2040

Additional information on exchange study programs for educators, compiled by the East Asian Studies Center at Indiana University, is also included in this section.

Academic and Cultural Exchange (ACE)
250 Corte del Cerro
Novato, CA 94949

Contact Person: Betty Breeze
Telephone: (415) 883-4073

Admiral H. G. Rickover Foundation
7710 Old Springhouse Road
McLean, VA 22101

Contact Person: Joan P. DiGennaro
Telephone: (703) 448-9062

Adventures in Real Communication
4162 Giles Road
Chagrin Falls, OH 44022

Contact Person: Beverly Wattenmaker
Telephone: (216) 247-4214

American Field Service (AFS) International/Intercultural Programs
313 East 43rd Street
New York, NY 10017

Contact Person: Linda Hall
Telephone: (212) 949-4242
(800) AFS-INFO

American Inst. for Foreign Study Scholarship Foundation
313 East 43rd Street
New York, NY 10017

Contact Person: Paul A. Cook
Telephone: (212) 949-4242

American Intercultural Student Exchange, Inc. (AISE)
7720 Hershel Avenue
La Jolla, CA 92037

Contact Person: Klaus Bergman
Telephone: (619) 459-9761

American International Youth Student Exchange Program (AIYSEP)
200 Round Hill Road
Tiburon, CA 94920

Contact Person: Francella Hall
Telephone: (415) 435-4049

Amerikids, Inc.
407 Delaware Avenue, NE
Glen Bernie, MD 21061

Contact Person: Betty A. Backes
Telephone: (301) 761-8817

Aspect Foundation
26 Third Street
San Francisco, CA 94103

Contact Person: Thomas Glendahl
Telephone: (415) 777-4348

ASSE International, Inc.
228 North Coast Highway
Laguna Beach, CA 92651

Contact Person: William J. Gustafson
Telephone: (714) 497-6526

Association for Teen-Age Diplomats, Inc.
234 Canterbury Road
Rochester, NY 14607

Contact Person: Mr. B. Andrew Dutcher
Telephone: (716) 671-1204

AYUSA International Student Services
One Post Street, Suite 700
San Francisco, CA 94104

Contact Person: John F. Wilhelm
Telephone: (415) 434-1212

Center for Humanistic Interchange
42W273 Retreat Court
St. Charles, IL 60175

Contact Person: Emanuel Kuntzelman
Telephone: (708) 377-2272

Cultural Homestay Institute
104 Butterfield Road
San Anselmo, CA 94960

Contact Person: Thomas Areton
Telephone: (415) 459-5397

Communicating for Agriculture Scholarship and Education Foundation
Law Office Building
P. O. Box 677
Fergus Falls, MN 56537-9990

Contact Person: Peter E. Risbrudt
Telephone: (218) 739-3241

Council on International Educational Exchange (CIEE)
205 East 42nd Street
New York, NY 10017

Contact Person: Joseph Hickey
Telephone: (212) 661p4

Cultural Academic Student Exchange, Inc.
19 Charmer Court
Middletown, NJ 07748

Contact Person: Ellen Battaglia
Telephone: (201) 671-6448

Educational Foundation for Foreign Study (EF)
One Memorial Drive
Cambridge, MA 02142

Contact Person: Margaret Holliday
Telephone: (617) 494-0122

Educational Resource Development Trust
2365 Westwood Blvd.
Suite 24
Los Angeles, CA 90064

Contact Person: Roger A. Riske
Telephone: (213) 475-4396

The Experiment in International Living
P. O. Box 676
Brattleboro, VT 05301-0676

Contact Person: Eileen Morgan
Telephone: (802) 257-7751

Fulbright Society, German-American Cultural Exchange
3966 New Braddock Road
Centreville, VA 22020

Contact Person: Carole A. Tucker
Telephone: (703) 815-0145

Ibero-American Cultural Exchange Program
13920 93rd Avenue, NE
Kirkland, WA 98033

Contact Person: Bonnie P. Mortell
Telephone: (206) 821-1463

International Baccalaureate North American
200 Madison Avenue
New York, NY 10016
Contact Person: H. Gilbert Nicol
Telephone: (212) 696-4464

International Christian Youth Exchange
134 West 26th Street
New York, NY 10001

Contact Person: Edwin H. Gragert
Telephone: (212) 206-7307

International Education Forum
P. O. Box 5107
San Ramon, CA 94583-0707

Contact Person: Scott Thornton
Telephone: (415) 866-9696

International Student Exchange
P. O. Box 840
Fort Jones, CA 96032

Contact Person: Robert K. Fink
Telephone: (916) 468-2264

International Student Exchange of Iowa, Inc.
2567 Saratoga Drive
Waterloo, IA 50702

Contact Person: Imre Takacs
Telephone: (319) 234-4135

Interschola
P. O. Box 23734
San Diego, CA 92123

Contact Person: Janis M. Schmidt
Telephone: (619) 279-6470

Japan American Cultural Exchange, Inc.
12210 Violet Drive
San Antonio, TX 78247-4339

Contact Person: Gordon Eells
Telephone: (512) 496-7205

National Association of the Partners of the Americas
1425 K Street, NW, Suite 700
Washington, DC 20005

Contact Person: David Luria
Telephone: (202) 486-7330

Northwest Student Exchange
5520 26th, NE
Seattle, WA 98105

Contact Person: Jeff LaBand
Telephone: (206) 527-2723

One World Friendship
814 Marena Boulevard, #206
San Diego, CA 92110

Contact Person: Andre Beraha
Telephone: (619) 295-1330

Open Door Student Exchange
250 Fulton Ave.
P. O. Box 71
Hempstead, NY 11551

Contact Person: Howard Bertenthal
Telephone: (516) 486-7330

PACE Institute International
5618 Della Avenue
Alta Loma, CA 91701

Contact Person: Rick J. Anaya
Telephone: (714) 980-1135

Pacific Educational And Cultural Exchange (PEACE - USA)
12593 Research Blvd. #3-E
Austin, TX 78759

Contact Person: Thomas F. Abbott
Telephone: (512) 335-1885

Pacific Intercultural Exchange (PIE)
8008 Girard Avenue
Suite 330
La Jolla, CA 92037

Contact Person: Guy Pacurer
Telephone: (619) 459-4011

PEACE
40 Water Street
New Philadelphia, PA 17959

Contact Person: Richard Page
Telephone: (717) 277-6621

ROTARY PROGRAMS - (Unalphabetized)

Kentucky Rotary Youth International Exchange, Inc.
P. O. Box 1
Henderson, KY 42420

Contact Person: James R. Rash, Jr.
Telephone: (502) 826-3838

Rotary Int'l. - International Youth Exchange Program - Eastern States Student Exchange (ESSEX)
96 Evergreen Lane
East Patchogue, NY 11772-5806

Contact Person: Geraldine M. Sheridan
Telephone: (516) 222-2545

Rotary Int'l. - District 717
Executive Park Tower
Albany, NY 12203

Contact Person: Henry W. Thiesen
Telephone: (518) 438-1200

Rotary Int'l. - Central State Youth Exchange Program
1025 Gladish Lane
Glenview, IL 60025

Contact Person: Robert O. Brickman
Telephone: (312) 438-8211

Rocky Mountain Rotary Youth Exchange Program (District 545)
P. O. Box 17607
Boulder, CO 80308-7607

Contact Person: Robert B. Chapin
Telephone: (303) 842-5561

Rotary Int'l. - District 502
21818 Fourth Avenue South
Des Moines, WA 98188

Contact Person: Cle Gunsul
Telephone: (206) 433-2441

Rotary Youth Exchange #503
16032 36th Street NE
Seattle, WA 98125

Contact Person: Dr. John Richards
Telephone: (206) 363-3751

Rotary Int'l. - Middle U. S. Group of Rotary International Districts (MIDUS)
P. O. Box 261
Pelican Rapids, MN 56572

Contact Person: Robert R. Miller
Telephone: (218) 863-7000

Rotary Int'l. - Districts 753 and 755
608 Rivendell Drive
Bridgeport, WV 26330

Contact Person: Stephen C. Wickland
Telephone: (303) 293-3068

Rotary Int'l. - District 552
114 East Alto
Hobbs, NM 88240

Contact Person: Wayne Johnson
Telephone: (505) 397-1591

Rotary International Districts 575, 577, 611 and 581 Rotary Youth Exchange District 575
Rt. 3, Box 422
Stillwater, OK 74074

Contact Person: Dr. Raleigh A. Jobes
Telephone: (405) 744-9837

Rotary Int'l. - District 760
P. O. Box 21003
Alexandria, VA 22320-2003

Contact Person: William B. Miller
Telephone: (703) 548-8543

Rotary Int'l. - Ohio-Erie Youth Exchange Districts 660, 663, 665, 667, and 669
1604 Lincoln Way East
Massillon, OH 44646-6769

Contact Person: The Hon. Paul E. Paulson
Telephone: (216) 832-2296

Rotary Int'l. - District 526
8505 Day Street
Sunland, CA 91040

Contact Person: Theodore C. Mertz
Telephone: (818) 353-4283

Rotary Int'l. - District 721
16 Hillview Drive
Poughkeepsie, NY 12603

Contact Person: Joseph Tartarnella
Telephone: (914) 471-5698

Rotary Int'l. - Districts 696, 773, 767, 769, 771, 775, and 777
P. O. Box 871
Kinston, NC 28502-0871

Contact Person: William S. Page
Telephone: (919) 523-5351

Rotary Int'l. - District 684
200 Academy Drive
New Orleans, LA 70124

Contact Person: Clovis E. La Prairie
Telephone: (504) 486-5874

Rotary Int'l. - District 680
P. O. Box 749
Tupelo, MS 38801

Contact Person: Luther Millsaps
Telephone: (601) 842-1845

Rotary Int'l. - Districts 697, 698, 699
Museum Tower, Suite 2200
150 West Flagler Street
Miami Beach, FL 33130

Contact Person: Owen S. Freed
Telephone: (305) 789-3456

Rotary Int'l. - Districts 747 and 749
10 Stonehenge Lane
Madison, NJ 07940

Contact Person: Robert Coultas
Telephone: (201) 267-1618

Santa Monica Sister Cities Association
1685 Main Street
Santa Monica, CA 90401

Contact Person: Jack W. Delany
Telephone: (213) 393-9975

Spanish Heritage/Herencia Española
116-53 Queens Boulevard
Forest Hills, NY 11375

Contact Person: Rev. M. J. Rodriguez
Telephone: (212) 268-7565

Student Travel Schools, Inc.
The Watergate
2600 Virginia Avenue, NW, Suite 1100A
Washington, DC 20037

Contact Person: Mary Ryan
Telephone: (202) 625-7752

Sweden-California International Academy
24681 Mosquero
Mission Viejo, CA 92691

Contact Person: Leif Montin
Telephone: (714) 770-2010

United Studies, Inc.
6525 N. Meridian, Suite 109
Oklahoma City, OK 73116

Contact Person: Greg C. White
Telephone: (405) 720-8585

World Educational Services Foundation (WES)
1422 San Pablo Avenue
Oakland, CA 94612-2099

Contact Person: Manual Cabello
Telephone: (415) 452-0103

World Experience Teenage Student Exchange
2440 S. Hacienda Blvd., Suite 116
Hacienda Heights, CA 91745

Contact Person: Bobby Jean Fraker
Telephone: (818) 336-3638

Young Life/Amicus
720 W. Monument
P. O. Box 520
Colorado Springs, CO 80901

Contact Person: Elizabeth N. Sundberg
Telephone: (703) 352-8338

Youth Exchange Service (YES)
4675 MacArthur Court, Suite 830
Newport Beach, CA 92660

Contact Person: Leonardo Flores
Telephone: (714) 955-2030

Youth for Understanding
3501 Newark Street, NW
Washington, DC 20016

Contact Person: Benjamin Milk
Telephone: (202) 966-6800

FOREIGN EXCHANGE STUDENTS AND PROGRAMS - QUESTIONS AND ANSWERS

Below is a series of frequently posed questions dealing with student exchange programs. Next to each question is the page number in this document where the answer to each question can be found.

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Foreign Students Studying in the U. S.

1. What is an Indiana "approved" foreign exchange program?

The Indiana Department of Education uses as its list of approved foreign exchange programs the USIA approved list, entitled "Organizations Which Have Teenager Exchange Visitor Program Designations." (J-1 Exchange Visitor Programs)

A copy of the list of foreign exchange programs approved by the Indiana Department of Education may be obtained by calling Dr. Walter H. Bartz, Foreign Language Consultant, at (317) 232-9157, or writing to him at the Office of Program Development, Indiana Department of Education, 229 State House, Indianapolis, Indiana 46204.

2. What is a J-1 Exchange Visitor Program?

The J-1 exchange visitor program is a non-immigrant visa category intended for use by the U. S. government and private, non-profit organizations to promote educational and cultural exchange. Organizations, such as non-profit exchange programs or colleges and universities, may be designated as approved J-1 exchange visitor programs sponsored by the United States Information Agency (USIA). Upon receiving a designation from USIA, an exchange visitor program may issue certificates of eligibility for use in securing a U. S. visa and admission to the United States. (Advisory List of International Educational Travel and Exchange Programs, Council on Standards for International Travel, 1990, p. 12; Three Loudown Street, SE, Leesburg, Virginia 22075; (703) 771-2040.)

3. What are the responsibilities of USIA designated programs?

USIA regulations controlling the J-1 program designation include mandatory health and accident insurance and maintenance of accurate records information for each participant. Sponsors of teenager exchange visitor programs must:

- be tax exempt;
- limit their programs to participants between ages 15 and 19;
- insure adequate orientation to participants and their host families;
- be sure that participants are not clustered together in one school (Advisory List . . . , p. 13 - see question #2)

4. Who is eligible to participate in an approved foreign exchange program?

The following individuals are eligible for documentation as exchange visitors. (Quotations are from 22 CFR 514.2 as cited in Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars, National Association for Foreign Student Affairs, Smith and Althen, eds., Washington, D. C., 1989, p. 67.) Students [are] defined as individuals coming to the United States "for the purpose of pursuing normal courses, or any combination of courses, research, or teaching, leading to a recognized degree or certificate, in an established school or institution of learning." Students who are pursuing a substantial program of formal coursework, but who are not working toward a degree, may also be documented as exchange visitors. (Many students sponsored by USIA itself, such as Fulbright students [and students in USIA approved teenager youth exchange programs] fit this description of students who are not working toward degrees.)

5. What are immigration requirements for foreign exchange students?

J-1 participants themselves must:

* have sufficient financial resources for their stay in the U. S.;
* have a residence to return to upon completion of the program in the United States;
* maintain lawful immigration status while in the United States by keeping a valid passport at all times, not working without authorization, and leaving the United States, upon expiration of the visit or securing extension of permission if need be.

Most citizen and youth exchange program participants are barred from employment in the United States. USIA permits teenager program participants only "part time" employment not to exceed ten hours per week in non-competitive jobs, such as tutoring, grass cutting, babysitting, newspaper delivery, etc. Program participants must consult with their J-1 sponsor organization to secure permission for any type of employment while in the United States. (Advisory List . . . , p. 12 [see question #2].)

6. If a school does not know in advance of a foreign exchange student arriving in its attendance area, may the school deny enrollment to the student?

No. When the United States Information Agency (USIA) issues either a J-1 visa for a student who is sponsored in an exchange-visitor program or an F-1 visa for a student who wishes to study in the United States, it is with the understanding that the student will be enrolled in the appropriate educational program. It is therefore illegal to deny such a student the right to attend a public school; however, most foreign exchange-visitor programs routinely notify school systems well in advance of the arrival of foreign exchange students. Programs that do not do so should be apprised of their impropriety. (Telephone conversation with the Immigration and Naturalization Service [INS].)

7. Must school systems develop an ESL program for foreign exchange students who are limited English proficient?

No. English language proficiency and orientation in American culture are required of students desiring to participate in USIA approved exchange visitor programs. School systems may allow exchange students to participate in an established ESL program, but school officials are not required to develop such a program specifically for these students.

8. Who determines what credit is granted for transferred coursework?

Credit is defined by 511 IAC 6-1-1 (e) as a minimum of 250 minutes of instruction per week for one semester in grades nine through twelve, except in the case of basic physical education where one school year of instruction is required for one credit.

When a student transfers from one Indiana high school to another, credit is generally transferred on a one-to-one basis. The granting of credit when a student transfers from out of state to Indiana or from another country to an Indiana high school is determined by the principal or designee at the receiving school. An effort should be made to equate the transferred credit to the definition of credit as stated above.

9. Who determines how to evaluate the transcript from a foreign exchange student?

The local school system is responsible for the final determination of what credits to grant and how to interpret the transcript of any transferring student. If information about the length of the course, the amount of time spent in class during a week or semester, and a course description can be acquired, these may be compared to the credit definition given above and the Course Titles and Course Descriptions approved by the State Board of Education. Sometimes the title of the textbooks used is helpful. Some schools have a subject area team of teachers review the specific subject and information to determine the number of credits and the placement of the student.

10. Who determines when a high school may issue a diploma to a student?

It is the responsibility of the local high school to determine which students meet the state minimum requirements for graduation as well as the local high school requirements. A local school system may waive any of its graduation requirements; however, the State Board of Education minimum requirements may not be waived without prior approval of the State Board of Education.

American Students Studying Abroad

1. Who determines what credit a student from the United States receives for completing study as a foreign exchange student?

When a student studies abroad and returns to an Indiana high school, it is the local school system who determines how to grant credit for the coursework completed during that exchange program. Students may be requested to furnish proper course titles and descriptions, a list of textbooks used, and a statement concerning the amount of time per week during the exchange period spent in class instruction. This information is not required, but may assist the school in granting credit. Credit for the coursework abroad is granted by determining a relationship to the definition of credit from 511 IAC 6-1-1 (e) and the appropriate course titles and course descriptions.

2. What procedure should be followed before a student leaves the country?

Any foreign exchange program in which an American student participates should be assessed by the local school corporation, prior to the student's departure to the foreign country. It is important that this be done before the student leaves for the foreign country, so that it is clear in advance to all parties involved what credit will be granted.

3. What programs are available for students to study abroad?

A list of programs available for students to study may be obtained from the Department of Education. (See question #1) A booklet describing programs that have been reviewed and evaluated by the Council on Standards for International Travel may be obtained from the Council by writing them at Three Loudown Street, SE, Leesburg, Virginia 22075, or calling (703) 771-2040.

4. Where does one call with questions about visas and official documents related to immigration?

Call the Immigration and Naturalization Service (INS) in Indianapolis at (317) 226 6009. If the recorded message does not sufficiently answer your particular question, call a contact person at the Department of Education (see question #5 below) or the office of your congressman. The INS office is located at 46 E. Ohio Street, Indianapolis, Indiana 46204.

5. Who are the contact people at the Department if there are questions concerning student foreign exchange programs?

Contact Walter Bartz, Office of Program Development, at (317) 232-9157. If he is not available, call Phil Roth, Linda Fowler, or Tim Boals of the Division of Language Minority and Migrant Programs at (317) 232-0055 or (800) 382-9962.

IMMIGRATION FORMS*

The following is a list of immigration forms that advisers might most often use, see, or need to identify. For a complete list of INS forms, see 8 CFR 299.1., 332a.2, and 499.

AR-11	Change of Address Card
ETA-750	Application for Alien Employment Certification
G-325	Biographic Information
I-9	Employment Eligibility Verification
I-17	Petition for Approval of School for Attendance by Nonimmigrant Alien Students
I-20A-B	Certificate of Eligibility for Nonimmigrant (F-1) Student Status - For Academic and Language Students
I-20 ID Copy	
I-90	Application by Lawful Permanent Resident Alien for Alien Registration Receipt Card, Form I-551
I-94	Arrival-Departure Record
I-102	Application by Nonimmigrant Alien for Replacement of Arrival Document
I-126	Report of Status by Treaty Trader or Investor
I-129B	Petition to Classify Nonimmigrant As Temporary Worker or Trainee
I-129F	Petition to Classify Status of Alien Fiance or Fiancee for Issuance of Nonimmigrant Visa
I-130	Petition for Alien Relative
I-131	Application for Issuance of Permit to Reenter the United States
I-134	Affidavit of Support
I-140	Petition for Prospective Immigrant Employee
I-171C	Notice of Approval or Extension of Nonimmigrant Visa Petition for H or L Alien
I-181	Memorandum of creation of record of Lawful Permanent Residence
I-185	Nonresident Alien Canadian Border Crossing Card
I-186	Nonresident Alien Mexican Border Crossing Card
I-193	Application for Waiver of Passport and/or Visa
I-212	Application for Permission to Reapply for Admission into the United States After Deportation or Removal
I-221	Order to Show Cause and Notice of Hearing
I-290A	Notice of Appeal to the Board of Immigration Appeals
I-290B	Notice of Appeal to Regional Commissioner
I-485	Application for Permanent Residence
I-486	Medical Examination and Immigration Interview
I-506	Application for Change of Nonimmigrant Status
I-512	Authorization for Parole or Conditional Entry of an Alien into the United States
I-515	Notice to Student or Exchange Visitor
I-538	Application by Nonimmigrant Student for Extension of Stay, School Transfer, or Permission to Accept or Continue Employment
I-539	Application to Extend Time of Temporary Stay
I-551	Alien Registration Receipt Card
I-571	Refugee Travel Document
I-589	Request for Asylum in the United States
I-612	Application for Waiver of the Foreign Residence Requirement of Section 212(e) of the Immigration and Nationality Act, As Amended
IAP-37	Exchange Visitor Program Application
IAP-66	Certificate of Eligibility for Exchange Visitor (J-1) Status
IAP-87	Update of Information on exchange Visitor Program Sponsor
N-315	Declaration of Intention
N-400	Application to File Petition for Naturalization
N-405	Petition for Naturalization (under general provisions of INA)
N-550	Certificate of Naturalization
N-600	Application for Certificate of Citizenship

* from Advisor's Manual of Federal Regulations Affecting Foreign Students and Scholars; National Association for Foreign Student Affairs; Smith and Althan, Eds.; Washington, D. C.; 1989, pp. 132-133.

TRAVEL AND INTERNSHIP PROGRAMS

Advancement for Global Education Program (AGE)
Business Development Support Group
One North Capitol, Suite 700
Indianapolis, IN 46204
Telephone: 317-232-8851

(Matching travel funds for Indiana educators)

Japan Exchange and Teaching Program (JET)
Embassy of Japan
2520 Massachusetts Avenue, NW
Washington, DC 20008

(Employment opportunities in Japan)

Rockefeller Foundation
Fellowships for Foreign Language Teachers in High Schools
Academic Alliances
University of Pennsylvania
3808 Walnut Street
Philadelphia, PA 19104

Rockefeller Foundation Fellowships
Connecticut College, 2001
New London, CT 06062

International Internship Program
652 Colman Building
811 First Avenue
Seattle, WA 98104
Telephone: 800-869-7056

(Two-week program to observe Japan's educational system)

International Internship Programs
6-19-14 Hongo, Bunkyo-ku
Tokyo 113, JAPAN
Telephone: 03-812-0771
FAX: 03-818-4481

(Arranges for adult Japanese interns to come to the United States and introduce Japanese culture and language to the American schools and will provide opportunities for American teachers to visit Japan. For further information, contact Peggy Cowen, Elkhart Community Schools, [see page 19] or Anne Thompson, Gary Community School Corporation, [see page 41].)

NCSS Japan Foundation and Keizai Koho Center Fellowships
4332 Fern Valley Road
Medford, OR 97504
Telephone: 503-535-4882

(Study tours)

East Asia Curricular Project
East Asia Institute
Columbia University
420 West 118th Street
New York, NY 10027
Telephone: 212-854-4278

(Free publication, Travel Opportunities for Teachers)

Council on International Educational Exchange
205 East 42nd Street
New York, NY 10017
Telephone: 212-661-1414

(Various programs, including "School Partners Abroad" exchanges)

Council on Standards for International Educational Travel
Three Loudoun Street, SE
Leesburg, VA 22075
Telephone: 703-771-2040

(Publication, Advisory List of Educational Travel and Exchange Programs)

Fulbright Teacher Exchange Program
E/ASX United States Information Agency
301 Fourth Street, SW
Washington, DC 20547
Telephone: 202-485-2555

School Partnerships International
National Association of Secondary School Principals
1904 Association Drive, Department CS
Reston, VA 22091
Telephone: 703-860-0200

(Exchanges and partnerships)

Lilly Endowment Teacher Creativity Fellowships
2801 North Meridian Street
P. O. Box 8860
Indianapolis, IN 46208-0068
Telephone: 317-924-5471

(Fellowships for Indiana teachers for summer projects)